**District Accountability Advisory Committee (DAAC) Agenda**

May 10, 2022

Peakview Hall 6-8 pm



**Call Meeting to Order: 6:04pm**

**Introductions:**

**Approval of April Meeting Minutes:** Kathleen Tavernier, Motion. Sharon Smith, Second.

**Approval of Agenda:** Sharon Smith, Motion. Kathleen Tavernier, Second.

**Administration Update:** Jeff Chamberlain

* Busy time for learning services; CMAS wrapping up
* Looking at Data soon; look at this with your SAC, find areas for improvement and root causes
* Title Team is working on revisions for ESSER
* State reporting; SIS team is working on this.
* Looking forward to next year to kick off our DAAC activities; how to get stakeholders involved, and getting community input. Training from CDE at our September DAAC Meeting

**Presentations:** Rhonda May, Inclusive Special Education

* Similar presentation given to the board
* [Rhonda May’s presentation](https://docs.google.com/presentation/d/1B4WbQSRp1UX6nlkcbk7QdjjgMBKv-Rvr/edit?usp=sharing&ouid=116488962954082029374&rtpof=true&sd=true)
* Extended Evidence Outcomes (EEOs)
* 256 kids are being bussed somewhere other than their neighborhood school at this time
* **Q: How is this going to be rolled out? How will this be applied in D49?**
* **A**: Next year is Year 0 and we will start with training and Professional Development. 2 ways: each month is a calendar of PD offerings in all of those areas of need noted, various times of the month; the other way is job embedded coaching. We will stop making placement changes next year, with the exception of SSN (severe special needs)
* **Q: Will those PDs be offered to charter teachers as well?**
* A: The PD we offer will be open to charter teachers as well.
* **Q: Do you anticipation an increase in paraprofessional support?**
* A. This doesn't necessarily mean more paras but we will make decisions based on individual student needs
* **Q: Will there be a change in the para pay scale?**
* A: Right now, there are tiers of para pay. SSN will stay but the other resource tier of paras will move up to CSN, SOCO, and AN Level
* **Q: With that move does that mean the responsibility will shift?**
* A: Yes. We all are going to be learning to work with all of the students. If you are a para working with any students, you may encounter challenging behaviors. As a para, we will be providing support for that (all teachers and staff that work with special needs).
* **Q: Resource teachers are paid at a different level then Gen Ed. If Gen Ed is expected to combine, will that scale adjust?**
* A: This is not a change in expectations for general ed teachers. Most of these students live in the general ed setting (least restrictive environment). We are not taking away special education settings. We are not pushing that out into general ed.
* **Q: Charters hire their own SPED teachers starting in 22-23. Is this a model they should be thinking about?**
* A: Yes that is happening but not related to this. This is a lot like what most charters are doing.
* **Q: How does this affect secondary if a case manager has their caseload and they are typically the teacher to those students? What does that look like with scheduling and services/service time?**
* A: This will have a lesser impact on secondary than elementary because there is only 1(middle/high) in each zone (we don’t move kids in middle school 1 to go to middle school 2). Each building, we want to look at all of our kids, what are their needs, looking at our SPED teachers and who is good at what and utilize that. The case manager doesn’t need to be tied to the classes. Whoever is best at the need should pull the student and teach that.
* We aren’t looking for everyone to have the same number on their caseload; we just want to make it more equitable
* **Q: How does this affect choice? We do have choice students for special education at the secondary level.**
* A: This is not designed to put limits on choice. Choice decisions should still center around what is best for the student.

**Board Update:** Jamilynn D’Avola - SEL Discussion (15 minutes) \*Further discussion at the end.

* BOE Update: Next board meeting is Thursday 5/12; voting to approve Chief contracts, increases in nutrition and transportation fees for next year, discussion on Parent Bill of Rights Thought Exchange. Gearing up for graduations; each board member will be at graduations for all secondary schools.
* **Q: What programs are currently using, how is it implemented and what are its effects on student achievement and emotional status of the kids?**
* Caring communities; we have seen less behavior issues from last year to this year. We have seen stronger relationships between students and teachers. The kids who responded to our survey all said they had someone they could go and connect to. Combination: classroom teachers are implementing it in morning circles, slightly in class but just having a time to share something important, something they’re concerned about, something that happened in the weekend. Lessons they do and some are integrated into their reading program. Counselor provides lessons.
* Remington uses restorative practices
* Boys Town Skills: my son is always coming home with those skills and I’m asking where did you learn that? Things I'm not providing. They have the Renaissance program. They do wonders with trying to encourage kids to reward them for positive behavior.
* Camp Timber: We don’t do any student testing, no students have any profiles. The only ones with profiles are the teachers. Teachers utilize the curriculum (no student data collection). There are videos, discussion starters. Centervention if we need to go a little deeper with students. All curriculum based. We used Restorative Practices (growth mindset practices)
* Capturing Kids' Hearts. We started Why Try? It has been really good this year. Implement in classrooms and counselors come in to all grades (3-12) during their study hall period to do a topic of the month.
* **Q: There are concerns around teachers acting as psychologists in a group setting without being licensed, discussion of race and gender (oppressed/oppresser), transgender, pronoun surveys, talking about children about being safe and not having to tell their parents about what they’re going through, HB-1120, data mining (healthy kids survey). Are you seeing these things?**
* Those are not founded concerns. It is important to value all people. I’m hearing it's more of how to think things through but might have some buzz words in it; that is detracting from the real goal. We should work on how we keep children from coming to school with weapons or dealing with emotions. If that is what we are trying to do, and that is viewed as “ill” than the people that have those concerns are the ones that need some introspection.
* I dont think it's the SEL curriculum, but based on what I saw on that Parent Bills survey, there are parents out there that have actual concerns in their classrooms. We should pay attention to that. Someone talking about transgender in their elementary class, talking about racism in middle school; I think that kind of stuff should be dealt with appropriately in context. I don’t think it's tied to our curriculum but teachers and parents don’t have the same view and voices on things. I think active communication between parents and teachers is important
* As a parent, I feel heard. I think some do not. But I go through the appropriate avenues (teacher first) and then if that doesn’t work then I go to admin then if that doesn't work, we go to CO or BOE. Somehow we should get parents involved in our processes. Our BOE should direct parents to the appropriate place instead of working on these catch phrases.
* I think teachers should feel supported by CO staff, building level administrators and BOE. Trust is built when you send them to the appropriate person. Ask if they’ve asked important questions to the teacher, admin. This feels punitive. It feels like the board is going out of their way to say we don’t trust the work that you have done based on the few comments/concerns. It feels like you need to come in and “fix”; it does not feel good when you invest your heart, soul and hours in helping to create good humans. This whole conversation feels not trusting, like we aren’t to be trusted as professionals.
* When a student opens up in a classroom and tells classmates that their mom is trangendered, with an open relationship and the teacher says this isn’t the time, talk to a counselor. This could come off as us discussing transgendered issues with kids. It is hard to put that responsibility or accusation on that teacher.
* Sometimes those students who are transitioning or finding themselves, they do act out. We might ask what is going on and they might divulge information to you. If they can’t express themselves in a way that is helping, it is going to become a bigger issue.

**SAC Reports:**

It is perfectly okay to say you have no new information to report, this is an opportunity to update the DAAC about what your SAC is doing, in terms of voting and special initiatives. Ex. Voted on the UIP, the last of our MLO money was spent on our playground

| **School** | **Representative** | **Update** |
| --- | --- | --- |
| ALLIES | Mary Ellen McCluggage | Nothing to report. Have not met.  |
| BLRA | Rick DahlmanGuin LeederKati Lusk | Nothing to report.  |
| BRES | Kirsten Davis-KleinhekselKris Levi | Nothing to report.  |
| Community Member | Fadil Lee |  |
| EES | Lauren Morgan |  |
| FES | Melanie Holts | Nothing to report. Meet next week.  |
| FHS | Cassandra Berry |  |
| FMS | Karen Hobson | Nothing to report.  |
| GOAL | Kim Brown | Not met since the last DAAC meeting.  |
| GPA | Gabriel Cardenas |  |
| HMS | Melissa Mayfield | Met at the zone sac meeting. Nothing to report.  |
| IVES | Jessica CohenDavid Rex | Discussed the financial area emphasis list.  |
| LTA | Maria Hoffman | Talked about UIP and parent survey for the fall.  |
| MRES | Shawn Healy | Nothing to report.  |
| MVA | Jessica Huston |  |
| OES | Tiffany Brown |  |
| PHS | Robert Eggert | Last meeting was 4/26. UIP and shared star 360 results. Discussed some recruitment efforts and staffing changes.  |
| PPEC | Kimberly TroupCrystal Volmar | Met yesterday. Overview of the whole year and a new principal transition.  |
| PPSEL | Joanne Wheeler |  |
| PTAA |  |  |
| PTEC | LeErika Warren |  |
| RES | Brett BatemanJanna Colburn | Zone SAC met.  |
| RMCA | Robin Joseph | Nothing to report.  |
| RVES | Stephanie Krug | Nothing new to report. Meeting on 5/12.  |
| SCHS | Shelly DemetrelisJennifer Scarselli | Met at the zone sac meeting. Decided to not meet in May. Be present at Back to school and open house nights to try and recruit parents for SAC. Briefing about the McKinney Vento program.  |
| SES | Jeff BrownAngie MooreLauren Waldorf | Met last week. Switching zones, met the new zone leader. Around the world olympic field day tomorrow, Thursday community of excellence showcase.  |
| SMS | Brett Bateman | Meeting on 5/12 for the kick off of next year.  |
| SRES | Valerie Lake | Met at the zone sac meeting. Discussed ideas of rebranding a mascot and words that could represent the school.  |
| SSAE | Kaitlyn Pukansky |  |
| VRHS | Sharon SmithEileen Krauth | Nothing new to report.  |
| WHES | Mary Hopper | Nothing new to report.  |
| Admin Charter | Kathleen Tavernier | No update at this time.  |
| Admin Elem |  |  |
| Admin Home School |  |  |
| Admin HS | Lauren Stuart | Secondary schools are selecting their SBOR members. It is senior season.  |
| Admin MS |  |  |

**Subcommittee updates:** *Please be ready to share with the group what your subcommittee does and when they will meet throughout the year!*

* ByLaws will meet as needed. Did not meet.
* Family Engagement - Did not meet
* CIP
* Charter - Did not meet
* MLO - email requests for the group to respond to.
* Subcommittees: we will discuss in August on what we want to add, keep, or remove

**Unfinished Business:**

* DAAC ByLaws
* Motion to approve, Karen Hobson. Melanie Holts, Second. ByLaws changes Approved.

**New Business:**

* Approve 22-23 DAAC Meeting dates and agenda setting meeting dates. Motion to approve, Sharon Smith, Kathleen Tavernier, Second. Approved.
* Update SAC Pages (website, 22-23 meeting dates, agenda and minutes)

**Future Business:**

* Plans to kick off the following year (Focus on your school’s UIP as you return for next school year), Calendar dates (meetings/agenda setting), CDE SAC/DAAC Training Event (September DAAC Meeting)

**\*Continuation of SEL Conversation (if needed)**

* This is not an attack on teachers. I work on conflict resolution and regulating their emotions. I do not want this to come across as an attack. Teachers may not be aware of what is behind CASEL/Select. If you go to their website, it has things that go against our CRT ban. We want you to be aware of what is attached to some of the Social and Emotional learning. There are programs that are really good and aren’t a part of this (love and logic, capturing kids hearts). Parents have reached out to teachers, then admin and then escalated it to the BOE.
* **Q: Because the district has multiple zones and different ways of choosing curriculum, what district consolidation will there be from the district level as it pertains to SEL? What view does the BOE have for those programs that are in practice? What has been presented to the BOE by the Central Office staff?**
* Generally, the direction for individual teachers to do their own research has not been from the board. The board takes a position usually but has not taken one. It is a topic that matches with the board’s strategic objective of improving culture. Similar to what we did with literacy (literacy landscape) we are looking to do the same thing with math and culture and character education landscape which would encompass SEL, but wouldn’t be just that. Some do not call themselves SEL but instead PBIS or a school culture model. Our intent is to provide math, character and culture landscape documents in June. Can that assertion be proven? Is there evidence? I predict the BOE will give their stamp of validation to a stamp of character programs and then new programs would go through some kind of approval process that has input from the board
* **Q: Does this initiative apply to the charters? Or would they need a waiver?**
* A: Charter normally has waivers so that would be the decisions that charters would make on the charter level.
* If the BOE makes a policy then the charter would need a waiver for an alternate policy.
* If there is a problem in a school, address it with that school. If someone is doing something, and they’re tracking data, address it with them. I attended a PD and there was nothing bad about that. You have not had a student that is transgendered that committed suicide. We have kids from all walks. One year they’re gay, one year they’re not. They hear these things in D49 and don’t want to come to school or be a part of this. That is something that needs to be addressed by the BOE.
* It is one thing to campaign and another thing to govern. Everyone on the board won. There have been many shortages that you ran on a platform to help support these groups. I wish the board was as passionate about that as they are about SEL. I want to hear the constituents. You need to do the right thing and not necessarily listen to the voters.
* I am a parent, staff member, I live in this district. There are people that have serious concerns in the community. We need to make sure that these kids and parents are feeling heard.
* **Q: What caused this topic to be surveyed?**
* A: Part of the plan was to have a parents bill of rights and responsibilities, that's what we ran on. Parent voices, parents bill of rights. Parents understanding. Transparency. So we wanted to see how the community felt about it. They sent an example of what we could have but not what it will be knowing that we already have these things in our policies. We wanted it to be more accessible to parents, one page in the student handbook so they didn’t have to pour through the policies.
* **Q: Why did you not just pull those things from the policies and send that**
* There are changes we wanted to make as well as using current policies
* **Q: Wouldn’t it make more sense to get feedback from what you want to use instead of things that don’t apply to our district? If you want to make changes to the policies, put them in the document, and then put it together?**
* A: These are preliminary changes of a several step process.
* What it feels like is you stirring the pot first and then you will go backwards. You should’ve started with what you had, pulled it and then moved from there. It created tons of emotions with lots of different groups. I think that was poorly done.
* I was surprised to see it was THAT document. This will be something we clarify at the next board meeting.
* **Q: Why send that?**
* A: We had tasked the administration to send out a survey with the bill of rights.
* A: That is what was presented at 2 different board meetings. It was clear after the fact that the board is less comfortable but no one raised any issues before that at board meetings. There is a divergence between the community that speaks at the board meetings and the greater community at large.
* [Thought Exchange around Parent Bill of Rights](https://my.thoughtexchange.com/scroll/598384142/results)
* Thursday the board will look at the results, themes and top thoughts from the thought exchange, demographics (over 1000).
* We have a Family Engagement subcommittee and PTA which would’ve been good groups to go to for feedback. Use what you have. There should be a way to get feedback from the community that isn’t the app and social media.
* There will be a point where there will be a D49 branded and composed version. This will link to those BOE policies.
* Something for consideration is a Children’s Bill of Rights. Are we helping them? Do we owe them any responsibility to show how our children grow and develop or the opportunities they need? Are they as informed as possible? Maybe it's more than reading, writing and arithmetic. We want to have a child that isn’t a robot but that kids can think critically and be able to have something to talk about once they meet people with different walks of life.

**Adjournment: 7:45pm**

**DAAC Resources:**

[2021-2022 CDE DAC/SAC resources](https://drive.google.com/drive/folders/1HlKMJaw8yvQ8LJunyv-NzhUol4zVpXMY?usp=sharing)

[2021 District Accountability Handbook](https://drive.google.com/file/d/1E3HgEkky676-10Sh43cO3C8t7tKLuyv7/view?usp=sharing)

[Sept. 2021 SAC/DAC Training, PP and Zoom recording](https://drive.google.com/drive/folders/1OLeiQJACA1c2IFYkJ23nOWV-0Qn-inV6?usp=sharing)

[District Accountability Advisory Committee Schoology group](https://schoology.d49.org/group/385710947/materials#/group/385710947/materials)

Access Code RKQ3J-XTVCT

* **22-23 DAAC Dates**: August 23rd, September 27th, October 25th, November 15th, December 13th, January 24th, February 21st, March 14th, April 18th, May 9th
* **22-23 DAAC Agenda Setting Meetings:** Tuesdays at 4:30pm August 9th, September 13th, October 4th, November 1st, November 29th (for December Meeting), January 10th, February 7th, February 28th (for March meeting), April 4th, April 25th (for May meeting)