



MINUTES OF MEETING

GROUP: District Accountability Committee

DATE: Wednesday, March 21, 2018

LOCATION: ESC Board Room

PRESENT:

Megan Monroe	Jill Rickard
Ellie Fajer	Libby Stroup
Chris Kolker	Christine King
Erin Weaver	Victor Rosales
Olivier Martin	Heather Mantel
Katerina Pappas	Laura Mutton
Rebecca Talley	Karen Johnson, Chair
Sonja Nix	Connie Bouwman, Administrative liaison
Mary Michael Hawkins	Robert Reichardt, Board liaison
Cindi Seidel	

OTHERS PRESENT:

Clay Abla

1. **Welcome, DAC Business**

Karen Johnson, DAC chair, called the meeting to order and welcomed those present. The February 21, 2018 minutes were accepted as presented.

2. **Board Liaison Report**

Board member Robert Reichardt attended the meeting for Jack Reutzel. He explained his role on the Board. He described two phases: Stage 1 with the district in a ‘recovery phase;’ and Stage 2 with the Board looking at its investment in teachers and students. The district has provided time for teachers to do their work as they collaborate in PLCs each Wednesday, which is a late start day. The district will begin the school day later beginning in 2018-2019 to support students’ social and emotional health and enhance educational outcomes.

Upcoming work for the Board will focus on district systems: 1) How the overall system needs to change to prepare students for the future with an emphasis on innovation and graduation proficiencies; and 2) Evaluating the physical infrastructure of facilities to support the changes being made to curriculum and to meet the changing needs of students.

3. **High School Student Panel**

Clay Abla, director of secondary education, introduced the student panel, which has become an annual agenda item for DAC. Panel members included: Mikayla Redfearn, Arapahoe High School (AHS) sophomore; Rafael Levy-Diner, AHS senior; Bryson Franck, Heritage High School (HHS) senior; Ellie Callahan, HHS senior; Matt Norwood, Littleton High School senior.

Students were asked questions that were generated by DAC members at the February DAC meeting.

Q. What would you have liked to change about high school while you were there?

A. A chance to be involved in the new opportunities students will have to get credit for things they are involved in as extra-curricular activities; new programs Ms. Reindeau mentioned to the Shadow Day visitors.

Q. What are your stressors as a high school student? How do you manage them?

A. Demands on their time is a major source of stress; balancing cheerleading, church seminary, and school; balance between sports and IB; a program like IB might prohibit some students from participating in some activities; must use unscheduled time to get homework done to manage stress.

Q. How do you feel about the new school start times for next year?

A. It won't change the number of hours students sleep; the real benefit will be that students will most likely sleep during the 'right time' that is when they can have the most restful and important sleep; difficulty will be in pushing clubs and sports practices and games to a later time will delay the start of evening homework time.

Q. Tell us about homework. How much time to you spend doing homework and what is your overall perception about homework?

A. Students had a variety of opinions and most had some frustrations; homework should support learning; it should not be the entire basis for class grades; amount of homework is sometimes overwhelming, e.g. an hour of homework per class results in five hours of homework, leaving little time for interacting with family and friends; some IB class homework feels like busy-work; some homework is valid because of the clear relationship with learning; homework that provides practice and reinforcement of skills learned in class is best; homework that requires students to learn new things on their own is frustrating.

Q. Do you have any suggestions for solutions?

A. Consideration in planning homework that involves looking at how the work load might actually take away from the learning homework can offer; teachers need to consider that homework can become so overwhelming that students may just do it rather than really thinking about what they are learning; coordinate homework so classes assign homework on different nights, e.g. science and math on one night, English and history the next night.

Q. What drives you to take high level courses?

A. Societal norm; offers an opportunity for desired post-secondary options; prove they are capable.

Q. Do you feel that your high school experience has prepared you for post-secondary life?

A. Yes, well prepared, especially with concurrent enrollment in Health Sciences, which may help him go into dentistry; helped to realize potential to make a change in society; clubs and other opportunities provide leadership experience and problem-solving skills; would like some education in practical things like taxes and insurance; enjoyed experiential learning of mock trials because of interest in law.

Q. What are your thoughts about school safety? Is school safe and welcoming for all?

A. For school to ultimately be safe, students must learn how to communicate with people who do not look like or share the same beliefs as they do; students need to recognize that there are more similarities than differences between people overall; the best thing LPS does is to provide a helping hand to students who are struggling before they get to the point of causing a tragedy; recognize the increase in mental health awareness in LPS; as one of three Black students in IB, he is glad that not everyone in LPS believes the same things; people will learn to work through their differences with the safe conflicts experienced in high school.

Q. What suggestions do you have for improvement in school safety?

A. Need more communication with students who are off campus during a lock down so they know what is happening and when it is safe to return to school; continue to focus on next steps to prevent school violence; students should be involved in the dialog as equal participants; allow students and staff to express fears and have discussions about them; some of the advertising about Safe To Tell makes it seem like a joke; the message about programs like Safe To Tell may be lost on their generation because they

are numb to it and may not feel OK about admitting fears; need more open conversations between student and adults.

Q. How has social media impacted your high school experience?

A. One student said she has purged herself of social media and it has been freeing; there is good and bad to social media—the ability to reach out and stay connected; you only see the best moments of people’s lives and seems like a popularity contest; it can become a job to maintain an online image.

Q. What is the best thing about your high school experience?

A. Getting involved and creating a family with peers; opportunity to serve others, such as Shadow Day ambassadors; getting involved in something bigger than yourself; creating connections with others, being who you are, and finding others who want to be that with you; discover passions; finding your identity; choosing how I want my life to play out; reinvent myself in high school; finding Cheers and having a family group before school started.

4. **Discussion Question**

Members debriefed the high school panel discussion with their table group.

5. **Meeting Evaluation and Closure**

Karen distributed the meeting evaluation survey and explained that the information gathered each month helps in planning future DAC meetings and evaluating the overall success of DAC that becomes part of its annual report to the Board.

Wrap-up

The next DAC meeting is April 18, 2018.

Submitted by
Kerry Schaper