

District Advisory Committee (DAC)

January 24, 2022

Minutes

Attendance: Cassie Akerson, Mary Behn, Ted Carlson, Meghan Gutzwiller, Katie Furniss, Teri Johnson, Jen Penserger, Meagan Phillips, Brock Potter, Amanda Ranweiler, John Reeves, Hollee Saville, Monica Seckerson, Angela Weber

1. Introductions and Welcome

2. Review of DAC Roles, Group Norms & Key Questions for Monitoring Adherence to the [STMA Strategic Roadmap](#) (see slides 2-5 in [1.24.22 DAC Presentation](#))

Notes:

Clarification sought regarding recommendation process with DAC and School Board. The bylaws state that when the committee is not in agreement with the school district's present or intended actions, it is the obligation of the DAC to report a majority/minority report with alternate suggestions to the Board of Education relative to the issue under discussion. (See [DAC By-Laws](#)) The Director of Teaching & Learning will be responsible for bringing all official DAC action to the Board of Education including majority and minority reports. The committee's school board representatives will aid in reporting unofficial action to the Board of Education.

Clarification was sought regarding the purpose of presenters at the DAC. Presenters are expected to inform the DAC of the work that is being done or the intended actions in the area addressed by the presentation. DAC members are asked to provide personal and community feedback and recommendations for district improvement in the area addressed by the presentation. Agenda items include a mix of mandatory yearly or bi-yearly reports, updates on new district proposed programming, and specific information to facilitate the committee's work.

3. High School SNAP and Homework Requirements (see slides 6-10 in [1.24.22 DAC Presentation](#))

Facilitator: John Reeves

Terms to Know

Student Need Activity Period (SNAP) - is a period intended for students to address areas of curricular needs during the school day. All students are required to be under the direct supervision of a teacher. SNAP may be used for completing homework, make-up work, conferencing with teachers, media use, or music practice. Student's should only go to their Homeroom advisor's room or to one of their current teachers' rooms during SNAP. **This time may be restricted for individual students if abused or if academic attention is needed.** This time may be used periodically for students to meet with their Homeroom advisors. Students will have the same SNAP advisor all four years; advisory will help students track their academic progress and assist in class scheduling.

Notes:

Homework

- The amount of homework a student receives for a given course varies from course to course and is based on the academic rigor and academic level of the course standards. (ie. Advanced Placement and College in the Schools courses have more independent homework assignments because students are learning college-level content.)
- A specific course typically has a consistent amount of homework for that particular course, but

may vary slightly from teacher to teacher.

- It's important for families to help their high school student make decisions that keep a reasonable balance amongst school work responsibilities, extracurricular activities expectations, and downtime.
- The district's work of identifying essential standards may alter the homework load since it creates intentionality for the skills that must be mastered.
- HS Science and Math departments assign the most homework. They also assess the value of the homework by correlating it to mastering the specific standard that is measured.
- The HS is working to broaden student conversations to include career pathway course choices as well as college pathway courses.

Homework DAC Feedback

- Consider discussing different grading options to show proficiency.
- Consider giving no homework to students currently showing proficiency.
- Consider working with students to use meta-cognition practices when examining their grades/feedback. This could include conferencing with students regarding using reflective practices to examine how they learn or what they could do differently in the future.
- Keep the health of students in mind as they strive to balance HW/Work/Extracurriculars/Family & Personal time.

SNAP

- SNAP is currently the same structure for all students grades 9-12.
- The high school is looking to make changes to SNAP starting in the 2022-2023 school year.
- SNAP will be aligned with the district's MTSS work.
- The high school sent out a survey about SNAP to both teachers and students.
 - Students want to keep SNAP.
 - Grade 11-12 students and student taking AP and CIS courses value it the most.
 - Science, Art, and Math teachers find value in keeping SNAP.
 - The remainder of the teachers have differing opinions regarding it's value.
 - It's a nice mental break during the school day for students.

4. American Indian Parent Advisory Committee (AIPAC) Report (see the presentation linked on slide 11 of the [1.24.22 DAC Presentation](#))

Facilitator: Monica Seckerson, Chairperson & Meagan Phillips, Teacher

Information to Know

American Indian Parent Advisory Committee (AIPAC) - The APIAC provides parents of American Indian students the necessary information and the opportunity to express their views concerning all aspects of American Indian education and the educational needs of American Indian students enrolled in the district. Districts with ten or more American Indian students enrolled are required to have an AIPAC. Districts with twenty or more American Indian students receive Indian Education Aid. The intent of this aid is to enable districts to create and enhance American Indian education programs and initiatives that are culturally and academically tailored to American Indian students.

Notes:

- Monica Seckerson reviewed the purpose of the AIPAC and described the project the committee has worked on over the course of the past year.

- DAC members inquired as to whether the community would be invited to participate in the 4/30/21 Tipi Raising event. More information on this event will be distributed to the public closer to the event date.
- DAC members inquired as to how the committee is integrating their work into the entire school district. A of the items mentioned include:
 - Donation of books to the school media centers.
 - Donation of books to grade level classrooms.
 - Featured artist displays in the schools.
 - Tipi is open to sixth grade students in the spring.
 - Vetting of cultural competency staff professional development presentations.

6. K-4 Personal & Social Development Grading Follow Up from 9/27/21 DAC Meeting (see slide 12 on [1.24.22 DAC Presentation](#))

Facilitator: Teri Johnson

Notes:

Follow up information on the 9/27/21 *Personal & Social Development Grading* presentation by the K-4 principals was shared with the committee.

- As students age and transition through the grades, we have a progressive process that leads to full letter grading in MS and HS. Grades K-2 do not use letter grades, Grade 3 uses A through C- and Not Mastered (NM) for Reading, Math, & Science. Grade 4 uses A through D- and NM for Reading, Math, Science, & Social Studies.
- Grading practices are reviewed each time a core subject area goes through the curriculum review process.
- Elementary principals communicated to teachers the importance of communicating personal and social development concerns personally with parents before the end of the grading period. The report card should not be the first time parents are informed of these concerns. They also expressed the importance of focusing the conference on the whole child and not just academics.
- Elementary grades began the practice of sending out an academic data sheet to parents prior to conferences. The practice gives parents time to review their child's data and clarify any academic questions they want addressed. It also frees up time during the conference to address other concerns.
- The *Personal and Social Development* grading portion of the report card will be review when Health is on the curriculum review cycle.

7. District Assessment Results Follow Up from 9/27/21 DAC Meeting (see slides 13-14 on [1.24.22 DAC Presentation](#))

Facilitator: Cassie Akerson

Notes:

Cassie Akerson shared follow up information on the 9/27/21 *District Assessment* presentation by Jonah Barton, Testing & Assessment Coordinator, with the committee.

- Nationally normed non-State/Federal testing helps to identify students' current level of understanding to ensure students scoring well above or below grade level receive the intervention services needed.
- These assessments are used to determine the effectiveness of the current grade level curriculum and instructional practices.
- Slide 14 on the [1.24.22 DAC Presentation](#) provides an overview of how each of the various assessments are used.

8. Future 2021-2022 DAC Meeting Dates

- March 28, 2022
- May 24, 2022

Next Meeting:

March 28, 2022

Middle School WEST Media Center

7pm