DAC Meeting Minutes

PSD Boardroom
Wednesday, August 19, 2026
6:30-8:30 p.m.

Present

Clare Barquero Ashley Barrett Stephanie Cotton-Marceta Sarah Everly Jamie Forde Tobey Bassoff Angel Herrick Tena Green Troy Krotz Jodi Quass Coutney Rickard Mikayla Stover Michael Werner

Welcome & Introductions

Welcome: Dr. Traci Gile welcomes all returning and new members.
Facilitated an icebreaker introduction (1–5 check-in scale)

Preview Meeting Design-Ashley Barrett

Ashley approved the meeting design

Approval of Minutes- Ashley Barrett

Approval of Minutes: May meeting minutes were reviewed and approved as presented.
District Unified Improvement Plan (UIP) Overview & Onboarding (Dr. Traci Gile) The committee conducted an orientation on the district's 67-page UIP draft:

The majority of the meeting was devoted to reviewing the District UIP.

UIP Background was discussed for all members to familiarize themselves.
District staff provided an overview of the UIP for new members. The UIP is a state-required accountability and improvement planning document. The committee discussed the distinction between: District **UIP**, which establishes district-level goals and priorities;
School UIPs, which address individual school needs and are intended to align with district priorities where applicable; and The **District Strategic Plan**, which is a separate district initiative containing broader strategic priorities. The committee also discussed the district's current accreditation status and expectations regarding the district's performance rating.

UIP Review Process
The committee reviewed the UIP in small groups. Because the document is lengthy, members were assigned sections to review and identify:
Green: Items members strongly supported or felt were important strengths
Yellow: Items needing clarification or additional information
Red: Items that members believed should be reconsidered or substantially revised

Members then discussed their observations in small groups and reported themes back to the full committee.

Feedback on Literacy and Mathematics

Members expressed support for:

- Tier 1 supports and efforts to support diverse learners within core instruction
- Continued work around curriculum implementation
- Coherent and consistent professional learning for teachers
- Support and coaching for new teachers
- Alignment and coherence across curriculum materials
- Continued work related to dyslexia screening
- Moving away from fragmented instructional resources
- Providing appropriate entry points and scaffolds for students

Questions and suggestions included:

- Clarifying how and when curriculum materials are evaluated and renewed
- Considering whether a long-term curriculum evaluation cycle should be more clearly reflected in the UIP
- Clarifying how supplemental materials may be used by teachers while maintaining curriculum rigor and coherence
- Providing greater specificity around the term **“scaffolding”** and what effective scaffolding should look like in practice
- Clarifying how curriculum implementation is monitored and how feedback from teachers and principals is incorporated
- Clarifying the source of data used to describe the district's current state
- Clarifying expectations regarding i-Ready assessments and how those assessments relate to MAP and other assessments
- Considering how online versus paper-based assessments may affect the validity and interpretation of student results, particularly for younger students and students who have difficulty demonstrating knowledge through digital formats

Members also discussed the importance of ensuring that curriculum materials represent diverse identities and perspectives. District staff explained that representation is considered part of the curriculum adoption process and the evaluation of rubric used during curriculum selection.

Graduate with Options

Members reviewed the section related to graduation and postsecondary/workforce readiness.

The committee supported the emphasis on systems of support for students but raised concerns about how some language regarding graduation timelines could be interpreted.

Members recommended:

- Clarifying that the district's goal is to identify and support the best pathway for each student
- Avoiding language that could imply that students requiring additional time to graduate are less successful
- Considering students who graduate through pathways requiring more than four years
- Clarifying grading practices and expectations, particularly for students receiving accommodations or specialized services
- Ensuring that curriculum and grading information is accurately reflected in the UIP

Mental Health and Belonging

The committee reviewed the mental health and belonging section and discussed the importance of clear measures, implementation of benchmarks, and accountability. Members sought greater clarity regarding how progress would be monitored during the year and how specific goals would be measured throughout the implementation period.

UIP Next Steps

The committee agreed that the length and complexity of the UIP made it difficult to adequately review and approve the document during a single meeting.
Decision/Next Step: District staff will incorporate committee feedback and provide a revised UIP for asynchronous review.

Timeline discussed:

- Revised UIP to be distributed by **August 26**
- DAC members to provide feedback by **September 1**
- Feedback will be provided using a general **green/yellow/red** response:
    - Green — support/ready to proceed
    - Yellow — support with remaining questions or requested clarification
    - Red — significant concern or recommendation not to proceed

The School Board is expected to consider the UIP at its September 8 meeting.

DAC Priorities and Collaboration with the School Board

The committee discussed opportunities for DAC to collaborate more directly with the School Board.
Members expressed interest in identifying areas where DAC can provide meaningful parent and community input rather than simply receiving information from the district. **Family engagement and communication** emerged as a significant area of interest.

Members discussed:

- The importance of meaningful two-way family engagement
- The potential value of parents communicating with other parents during periods of significant district change
- The need for clear and consistent communication regarding district decisions and potential school changes
- Concern about the volume and variety of communication platforms currently used by schools
- Difficulty for families in determining which communications are most important
- The importance of making information accessible to families in their preferred language
- The need to ensure families understand how district-level decisions may affect their individual schools and communities

Members noted that family-to-family communication may sometimes be more effective than communication coming solely from district administration or elected officials.
The committee also discussed communication challenges for families whose students attend charter schools within the district's geographic boundaries. Because of privacy and data-sharing limitations, district communication to charter families may be limited.
Potential September focus: Develop a framework for DAC family-engagement and communication priorities and identify ways DAC can support families during upcoming district changes.

School/Charter Changes and Community Engagement
Members expressed concern that upcoming district changes, including potential school consolidations and other district-level decisions, may create significant uncertainty for families and communities.
The committee discussed the importance of proactively developing communication and engagement strategies before major decisions are announced.
Members suggested reviewing the work of existing district action teams, particularly groups working on:
Climate and culture support for students and staff
Climate, culture, and transition support for families
The committee discussed inviting representatives from these groups to share their work with DAC at a future meeting.

Charter School Application Responsibilities

A member raised a concern that DAC had previously discussed reviewing charter school applications as part of its responsibilities but had not had an opportunity to do so during the previous year.
The committee discussed the district's chartering authority and the distinction between new charter applications, expansions, and renewals.
Members expressed continued interest in ensuring DAC could provide input on charter applications when appropriate.

Action Item: District staff will provide clarification regarding the timing and process for charter applications and how DAC will be involved in reviewing them.

Open DAC English Language Learner-Dr. Traci Gile

The committee discussed an application for an open parent seat designated for a parent of an English language learner.
Based on the information available to the committee, members questioned whether the applicant met the eligibility criteria because the student's primary language was reported as English. The application was rejected due to the applicant does not meet the requirement to fill the open seat.

Action Item: The applicant will be notified of the committee's decision.

Topics to Bring Forward-Dr. Traci Gile

The committee agreed that family engagement and communication should remain a significant area of focus.
Ashley- will gather additional ideas from members and explore existing district work that DAC could build upon.
Members were encouraged to share additional ideas by email before the next meeting.

Meeting reflection and Next Steps- Dr. Traci Gile

The committee discussed continuing work on: September 16, 2026

- DAC onboarding materials
- UIP feedback
- Family engagement and communication
- Collaboration with the School Board
- Upcoming district changes and community engagement
- Potential review of existing action-team work
- Looking at Charter renewal schedule

Adjourned