

District Accountability Committee

Meeting Minutes

Date: October 25, 2021

Time: 5:30 p.m.

Location: Dolores School District Board Meeting Room and Google Meet

In attendance on Google Meet: Staci Cost, Doreen Jones, Sue Garlick, Kristin Pejsa, Justin Schmitt, Tara Olson, Lurleen McCormick, Tatum Smith, Kayci Stone, Heather Barret, Cara Meier, Kim Parr, Mary Weiss.
Not in attendance: Michael Nielson, Deanna Truelson, Elisa Olson, and Shirley Tourjee.

Meeting was called to order at 5:32 P.M. by DAC Chairperson Staci Cost.

- I. Exit Survey:** Staci Cost reviewed the current Exit Survey of 6 questions. Each question was reviewed and discussed. The survey will not be placed into use until each member of the DAC has an opportunity to review it and sign off. After approval from the DAC, the survey will be implemented through Lezlie Dibsie to all parents of students that disenroll from the Dolores School District. Once each survey is filled out, it will automatically be sent to the DAC email address. Each month the DAC will review survey results as they come in and create an annual report for the board to review near the end of the current school year.
- II.** The TLCC Survey will be conducted by the CDE this school year.
 - a. Will be looking at adding the completion of this during a professional development (PD) day.
 - b. Lurleen informed the DAC that the Elementary teachers will not be completing a PD day in March due to previous commitments in other months.
- III. ESSER II and ESSER III:** Staci Cost facilitated discussion regarding the Dolores School Board directive to provide input toward ESSER III funding.
 - a. Summer School Salary & Pera/Medi Benefits
 - i. Discussion was made all around to keep this in the ESSER III grant with the idea that transportation costs be added to facilitate increased enrollment.
 - ii. Justin Schmitt informed the DAC that approximately 50 courses of summer school were completed at approximately \$100 a course with the ESSER II grant.
 - iii. Discussion was held about the BOCES summer program and a miscommunication regarding a special education program possibly affecting student enrollment and staffing.
 - b. Friday Director Salary & Pera/Medi Benefits
 - i. Discussion was made all around to keep this in the ESSER III grant with the idea that transportation costs be added to facilitate increased enrollment.
 - c. Remediation
 - i. Discussion was made all around to keep this in the ESSER III grant with the idea that transportation costs be added to facilitate increased enrollment.
 - ii. Michael Nielson was discussed as the lead for this process. Discussion was for this to continue into the ESSER III grant.

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- iii. Discussion was held regarding the success of Friday school and the increase in students participating in regular classes Monday through Thursday in order to avoid needing to complete Friday school.
- d. Enrichment
 - i. Supplies - discussion was for this to continue in the ESSER III grant.
 - ii. Garden for farm to school - discussion was for this to continue in the ESSER III grant as this is separate from regular classroom days and is incorporated with the Friday Fun Days.
 - iii. Purchased Services: Cleaning supplies, face shields and face masks - After discussion with Doreen Jones, the state has been supplying these supplies and may not need to be included in the ESSER III grant.
 - iv. Transportation / Entry Fees / Field Trips - Discussion was made all around to keep this in the ESSER III grant with the idea that transportation costs be added to facilitate increased enrollment.
 - v. Support Staff & Benefits Friday Programming
 - 1. Discussion was made in favor all around to keep this in the ESSER III grant.
- e. SPED Retention
 - i. Additional Bonus just for SPED should be included in the ESSER III grant - unless a separate salary schedule is created.
 - ii. A separate salary schedule was discussed and the DAC was in favor of looking into this further.
- f. Nurse Extra Days
 - i. In favor of this all around to continue this in the ESSER III grant.
- g. 2% Stipend Salary & Pera/Medi Benefits
 - i. Discussion was in favor of this spread over the 2 years with the ESSER III grant.
- h. Chromebooks - Staci read an email from Mark Baxter and Juan Vega; "In order to keep the 1 to 1 Chromebook in place we have created a rotation system. Our goal is to replace Chromebooks every 4-5 years. In order to sustain this rotation we need to purchase 120 Chromebooks annually. A new Chromebook with software licensing is about \$260. By taking some or all of the Chromebook purchasing out of the annual tech budget we can focus on other infrastructure and classroom spending that come up sporadically throughout a school year." After discussion the DAC was in favor of keeping the technology in the ESSER III grant.
 - i. Discussion was made regarding the current computers not being capable of linking to the system, difficulty with projecting information, and difficulty with the run process.
 - ii. Discussion was made regarding how to support the kids that are out sick,

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quarantined, or on remote learning. Then how to support teachers with professional development regarding remote learning.

- i. PD - Google Classroom - After discussion was found to be not needed and to not be included in the ESSER III grant
- j. Stipend K-3 - After discussion was found to be a one time need and not to be included in the ESSER III grant.
- k. Transportation Aide - After discussion was found to be a position that was no one applied for and therefore not filled. This should not be included on the ESSER III grant.
- l. All funds for ESSER II that were not used, were allocated to other areas in the current grant. Same will be the case for the ESSER III funds.

IV. ESSER III Ideas:

- a. Updating the current library was discussed and found to not be applicable to this grant and a grant is already in place to update the library.
- b. Summer school and Friday Program funding was discussed and given favorable recommendation for the ESSER III money allocation. Discussion revolved around the transportation of students to these two programs. The possibility of a stipend or incentive to attract more transportation drivers was discussed and received favorable responses.
- c. Mental health support with curriculum, staffing, and RTI group supports were discussed more in depth as well as professional development (PD). Both were discussed favorably for staff to build skills for differentiating instruction, social emotional learning, teaching students with trauma, supporting special education, teaching remotely. After more discussion the MLT has a grant in process for staff PD and there is currently a grant in place for mental health counseling. The DAC will leave it to the board to decide if the ESSER III grant money should be allocated to staffing supports or left out of the grant.
- d. Tutoring was discussed and found to be currently paid out of a different fund and therefore not considered for the ESSER III fund.
- e. Heather Barritt discussed documents that describe the ESSER III grant and what it should and should not be used for funding. These documents were sent out to the DAC after the meeting.
- f. The possibility of air conditioning was discussed for the Elementary school. Cara Meier created a separate document (copied below) regarding research she completed on the school's current air filtration system. Doreen Jones informed the DAC that the air conditioning unit is to come out of the Capital Improvement Fund. Discussion was made by the DAC regarding an update to the air filtration system and will wait for clarification from the school board if they feel this should be included in the ESSER III fund.

PROPOSAL TO IMPROVE AIR QUALITY IN DOLORES SCHOOLS WITH ESSER III FUNDING

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- The overall purpose of ESSER funds is to address the educational impact of COVID-19.
- Two of the allowable uses of these funds include: 1) Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and 2) addressing the needs of children with disabilities and other groups.
- Because COVID-19 is an airborne virus primarily transmitted through aerosols which remain in the air much longer than droplets, adequate air filtration is a primary tool to limit the spread of the virus.
- Although masking is also a primary tool to limit virus spread, some children with disabilities are not able to use masks.
- Therefore, improving air filtration to effectively filter aerosols that carry COVID-19 creates a safer environment for all students and staff, and adds a layer of protection for children with disabilities that cannot wear masks.

Current Situation:

The school has two types of heaters. There is a furnace system in the high school, middle school and half of the elementary school. It was redone in approximately 2007. The other half of the elementary school has a boiler system that was redone six years ago. The furnace system brings in outside air once the rooms are up to temperature. Outside air is brought in approximately every 1 -1.5 hours. Both systems use standard filters (not designed to filter small particles such as aerosols) that require changes every three months. Since the onset of COVID-19, they are changed every 1 to 1.5 months. There have been no air quality assessments in any school building since the onset of COVID-19.

Proposal:

Air filtration can be addressed via a whole-building HEPA filter system or by stand-alone HEPA units in individual rooms. The cost of retrofitting existing systems may be prohibitive and could also be disruptive to learning. Stand-alone units may be a simpler, more cost effective, and easier to implement strategy in a short amount of time. According to the head of Maintenance, stand-alone units generally do not put much of a strain on the power grid. However, he suggested testing some units in a wing of the elementary school first to see how the power grid handles the additional use. He also said that the Maintenance staff would need some additional time and funding for the labor and materials to maintain the units and replace filters when needed.

- V. **UIP:** Kristen Pejisa, Michael Nielson, and Sue Garlick are all a part of the UIP process. The UIP was approved by the Dolores School Board at the 9/23/21 workshop as a live document that will continue to evolve. Each member of the DAC was asked if they do not have access to the document to let Staci Cost know so that she can get the UIP for each member.

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VI. Future Business/Unfinished Business:

- a. Each member of the DAC was asked to review the current UIP for the next meeting as it will relate to the budget discussion.
- b. Exit Survey will be reviewed and finalized for implementation.
- c. Possible presentation from Panorama regarding surveys.

Meeting adjourned at 6:50 P.M. DAC's next regular meeting is planned for Monday, November 15, 2021 at 5:30 P.M. and will be held at the district office and on Google Meet.

Submitted by,
Staci Cost, DAC Chair