



District Accountability Committee Meeting Minutes

Date: May 23, 2022 **Time:** 5:30 p.m. **Location:** District Admin./Google Meet

In attendance: Staci Cost, Kristin Pejsa, Deanna Truelsen, Susan Miller, Reece Blincoe.
On Google Hangouts: Shirley Tourjee, Katherine Freeman, Lurleen McCormick, Mary Weiss, Justin Schmitt, Cara Meier, Kayci Stone.

Meeting was called to order at 5:34 by DAC Chairperson Staci Cost.

- I. **DAC Responsibilities** – How to find the DAC web page: Link for DAC handbook, Membership, DAC meeting time and link, and DAC meeting minutes reviewed for all DAC members.

NEED FOR A SECRETARY TO TAKE MINUTES - please reach out if you can volunteer to DAC@dolores.k12.co.us

NEED FOR DAC CO-CHAIR - NEEDS TO BE A PARENT - please reach out if you can volunteer to DAC@dolores.k12.co.us

II. **Bullying Survey:**

- A. Alesa Reed responded to questions from the previous meeting regarding the Get Better Faster program which will be implemented district wide for 2+ years with PBIS included in the middle school.
- B. Presentation from Susan Miller defining Bullying
 1. A person picks a difference that they believe other people will go along with and they'll say that "I" or "We" are better than them because they are less than. It takes away the person's dignity and humanity.
 2. Cultural differences should be taught separate from bullying. Teach in the guidance curriculum. Everyone's differences have value.
 3. If there was no bully, there would be no bullying.
 4. The focus needs to be on the bully because that is the last thing

they want. They are looking to get power and if all they get is pity, they will stop.

5. Olweus is the name of the person that created this survey and program regarding bullying.
- C. Reece provided information about an email he received regarding bullying. Olweus may be outdated and there might be a more recent tool that might be more effective.
- D. Susan stated that the trends of details LGBTQIA issues or race issues come and go. Lessons can be taught about this with understanding and culture. That is how this should be addressed.
- E. Reece mentioned that one of the issues brought up in the email regarding the survey was the first question: Are you a boy or a girl? And not another.
- F. Susan agreed that the survey is dated in regards to this question. She agrees that she will get with the Student Health Committee (SHC) regarding the survey.
- G. Mary Weiss had a question about bullying and educating the parents about the definition of bullying and how to address it.
- H. Susan stated that the SHC is studying different curriculums for the secondary. Everything is in place for the elementary school.
- I. A child that feels they are being bullied needs to be instructed to:
 1. Not care about the put down
 2. Keep track of the frequency of the bullying in private
 3. Do not bully back as it gives power to the bully
 4. Protect themselves but not bully back
- J. Justin mentioned that the district has a policy on bullying and the secondary hand book does speak to bullying. The secondary does not currently have a bullying program curriculum being taught.
- K. Cara reviewed that Susan's presentation was informative and she understands the survey is not meant to single out groups and is not meant to teach. The Olweus survey does single out race as a particular group.
- L. Susan replied that she feels the survey might be outdated. Cara replied that the last time it was copyrighted was in 2007. Most of our students were not born.
- M. Susan replied that she picked this survey because Olweus's research on bullying is still being utilized by many schools and stopbullying.gov. The

thing Susan likes about the survey is that they have a calculation and formula where they ask similar questions over and over again so that if they are thinking something with one question and then they answer a similar question, the formula will average their answer. It is more accurate that way. She will look at other surveys and compare each one for validity.

- N. Justin voiced his concern and hesitancy for the people represented at this meeting not having done the research, written the survey or having the national norms of data. He would be hesitant to replace what is known as the gold standard of surveys for bullying prevention with something else because it is missing something that we feel is important. He doesn't know if our school district is any different than any other school district in regards to students of different disaggregated groups that are not identified in the survey. He would prefer to use a survey that has a proven track record with nationally normed data to compare with other communities and schools versus having a survey that having a survey where Dolores adds a question or takes one away that is not going to give a representative sample and instead a one or two kid answer that is different.
- O. Susan replied that the school will for the most part get really good data aside from that one detail. We will get data on if the kids feel safe overall.
- P. Reece mentioned that the SHP will be needing to meet and do more work on this and possibly come back to the DAC with results.
- Q. Kayci feels that as a parent she agrees with having a parent meeting educating parents about bullying. If the parents are taught what to look for and what it is then parents can direct their children and help them at home.
- R. As the DAC we can utilize this information and assist with family engagement with instruction on bullying prevention classes for parents.
- S. Katherine agrees that separating bullying out from other issues needs to be a priority. In general the kids tend to struggle with interpersonal conflicts and they label it as bullying as a term that they know but is more related to kids not knowing how to get along with each other. More personal conflicts. Is there a good way to measure aside from bullying the other issues? Focus on school climate.
- T. Susan replied that what is missing is the cultural piece, the guidance

lessons. Getting along with friends and conflict resolution. She is looking into the different aspects of what the guidance curriculum should be. There should be a social skills aspect and conflict resolution. It is difficult to find a curriculum that teaches everything. A qualified school counselor should be able to study what is empirically sound and teach lessons that way. Then the teachers should be listening to those lessons and reinforcing them with the students. The teachers can hold the students accountable for what they have been taught to help make a difference. Best conflict resolution that she knows is Ross Green's collaborative problem solving.

- U. Katherine's next question is that the Olweus survey is meant to be a part of a larger comprehensive program. Is the district going to be using any other aspect of the program? Training for staff? School teams?
- V. Susan replied that it is something the SHC will need to decide. It is an involved program. Susan has suggested that the new secondary counselor be trained on the program. The Olweus program involves a parent component and a community component.
- W. Cara wanted to go back to Justin's concern about not seeing the legacy data and be able to compare. She agrees that it is important to look at the norms. The opportunity to take out 1-2 questions of the survey, she found out through speaking to the representative that sells the Olweus survey for the western region. She said that it is an opportunity that is offered through the survey itself. She feels they might have looked at how it affects the norms of data. She states that it sounded as if changing 1-2 questions wasn't something that is unique, it was something that was offered globally that districts could use. Cara's concern was about marginalizing students that might not identify as boy or girl or might be singled out because of different groups that are mentioned in the survey. It unintentionally sends a message to those kids that are already potentially marginalized, that they might not fit in with this survey. PBIS does have a school climate survey that might speak to some of the concerns being brought up. There are documents on how to use the PBIS and Olweus together.
- X. Susan stated that this is a valid concern and the SHC will look into this. that once the SHC decides on the program and if they are going to continue to use the Olweus survey, they will come back to the DAC for

transparency on what the district is using. Climate and bullying are separate issues. She will make sure that the SHC addresses the concerns of DAC. They may complete a climate survey one year and a bullying survey the next year. They could cover all of their bases that way and then teach once they receive the data and address the concerns.

- Y. Kayci wanted to say she agrees with Katherine that kids may not be getting along and assume that it is bullying. Team building exercises may be helpful. Teaching them if somebody is different and disagrees with you doesn't necessarily mean they are bullying.
- Z. Justin responded to Kayci and Katherine. He states that it is challenging to have a policy about bullying if we don't understand what that is. 95% of the time this year when a child comes to the office with a complaint of bullying it has actually not been bullying. It is a big deal when someone is being bullied.
- AA. Susan states that for it to be bullying it needs to meet 2 criteria.
 - 1. Prove that it has gone on over time unprovoked
 - 2. There is an imbalance of power
 - 3. Everything else is a probably a fight or conflict
 - 4. Teach the kids to keep track of the frequency and adults to not ask the kids when they see the report showing the dates and frequency to say "how come you didn't come to us sooner"
 - 5. If it is a safety issue - it should be reported immediately
 - 6. If it is a little put down here, a dirty look there, exclusion here, then the kids need to keep track and show the frequency of that happening.
 - 7. Once the curriculum is in place and it is carried over and consistent throughout it should get better every year.

III. TLCC - There are questions for Paraprofessionals on the TLCC

- A. The change in wording and new questions will be added to the next years survey
- B. Concern from Justin is the data may be a bit off. The CDE differentiated middle school and secondary. Last year we had the secondary survey as 6-12. If you look at the combined number of participants 30 and school has about 34 teachers total in the secondary 6-12, Dolores had a higher response rate. What might have happened is all the middle school core

teachers filled out the middle school survey. The rest of the high school core and all of the elective teachers may have taken the secondary survey.

- C. It makes sense to combine middle school and secondary for this survey.
- D. Katherine states that there is a lot of overlap between middle school and high school instructors between classes.
- E. Justin, Mary, Reece and the DAC chair will meet and discuss the best way to address this and get clarification.

IV. Staff Survey - Response rate 28

- A. Increased response rate as compared to the last 2 years.
- B. There was a trend of a lot of “No Opinion”
- C. How can the public see the results of this survey? Susan Miller states that she would be interested in the results
- D. There were not a lot of strongly disagree as there has been in the past
- E. The results were similar to the TLCC results

V. June Report to the School Board - Report to the board will be the power point comparisons of the parent survey, staff survey, and TLCC survey along with documents that show the charts and graphs of this year’s results of each of the surveys.

VI. Plan for next school year - Family engagement. The district provided a Student health meeting this year that was well attended and funded by a grant. Focus was on mental health but included all health. The school and parents would benefit from more educational opportunities similar to this. The DAC will be more involved in these opportunities next school year. Susan Miller will assist with back to school education on bullying.

VII. Future Business - DAC meetings will not be held in June and July. Next meeting will be in August to prepare for the next school year. DAC will attend back to school nights with a booth and flyers. Reece informed the DAC the board will be working on the budget for the month of June. The big priority will be focused on wages for the staff. Next year will be initiating the new building committee.

Meeting adjourned at 6:40. DAC’s next meeting will be their regular meeting on

Monday, August 22, 2022 from 5:30 to 6:30 PM and will be held at the district office meeting room and on Google Meet.