



Work as a table to group sticky notes



**Douglas
County**
School District

Learn Today, Lead Tomorrow

STUDENT ADVISORY GROUP

End of Year Presentation

**RECOGNIZED
SAG
MEMBERS**



Learn Today, Lead Tomorrow

STUDENT GRIEVANCES

Presented by Aadithya
Senthilkumar & Jake
Oliver



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Process Sections

DEFINITIONS

Process Sections

SECTION 1: STUDENT TO STUDENT COMPLAINTS

Process Sections

SECTION 2: STUDENT TO STAFF COMPLAINTS

Process Sections

SECTION 3: STUDENT TO SYSTEM/PROCESS COMPLAINTS

Process Sections

SECTION 4: ANONYMOUS COMPLAINTS

Process Sections

SECTION 5: FILING COMPLAINTS AND COMPLAINT RESPONSIBILITY

Process Sections

SECTION 6: RESOLUTIONS

Process Sections

SECTION 7: CASE CLOSURE

Process Sections

SECTION 8: BRIEFING SAG

Process Sections

SECTION 9: NOTIFICATION & IMPLEMENTATION

Process Sections

SECTION 10: PURPOSE OF THE PROCESS

Policy Overview

Guidelines for the Process

Fairly vague and loose

Policy Requirements

- Student to student
- Student to staff
- Student to system or process
- Anonymity and surrounding rights
- Resolutions and closures
- Filing complaints
- Briefing SAG

Development Process

- Written by students
- Teacher and counselor review
- High-level admin input
- Legal vetting
- Multiple drafts
- 50+ man hours

Distribution Plan

- Community and staff grievance initiatives
- Accessible diagrams and simplifications
- Implementation by beginning of next school year

Resources

Timeline

Folder of Materials



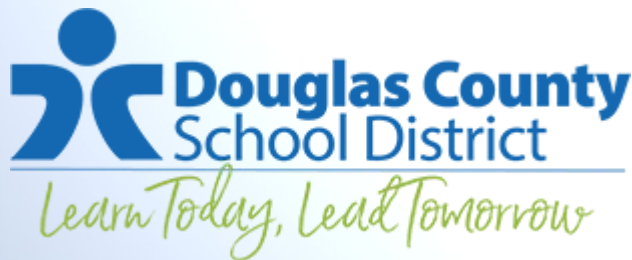
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MENTAL HEALTH

Presented by:
Student Advisory Group -
Aadithya Senthilkumar,
Aarav Varma
Lone Tree Youth
Commission - Laura
Pulido, Maddy Geiser

Mental Health + LTYC Introduction

The Lone Tree Youth Commission and the Mental Health Subgroup of the Student Advisory Group partnered to collaborate towards creating a course that works to improve the mental health of DCSD youth.



Problem Statement

- **Approximately 5.8 million children aged 3-17 have diagnosed anxiety.**
- **Approximately 2.7 million children have diagnosed depression. (CDC)**
- **School counselors cannot address the rise in mental health issues alone.**

Proposed Solution

DCSD needs a standardized mental health course that follows approaches mental health related topics and current stigmas around it which will include the following:

- **Mental health issues**
- **Coping mechanisms**
- **Self-help/helping others**

Our Resources/Research

- **Jason Hopcus: Representative from the National Alliance Mental Health Illnesses (NAMI)**
- **Michael Christofferson: School Psychologist at Mountain Vista High School**
- **Nikki Ballow: Principal of ThunderRidge High School**
- **Kristen Kovack, Lauren Roybal: Counselors at ThunderRidge High School**
- **Marshawn Yuhas, Chris Smith: Administrative Deans at ThunderRidge High School**
- **Dr. Stephanie Crawford: DCSD Director of Mental Health**
- **Kayla Fahey: Health and Physical Education Teacher at ThunderRidge High School**

Necessity

DCSD does not currently have a sufficient mental health course.

Differences from existing psychology and healthy decisions classes:

- Innovative, stress-free approach
- Mental health focused content
- Positive environment for students
- Impact on community
- Prioritization of wellbeing



Course Overview

This course allows students to not only cope but to prepare to become mental health professionals.

Curricula Topics:

- Brain Biology and Neurotransmitters
- Healthy Relationships
- Bullying Prevention/Kindness
- Illegal Substances and Addiction
- Mental Health Disorders
- Coping Strategies
- Self-Care/Helping Others

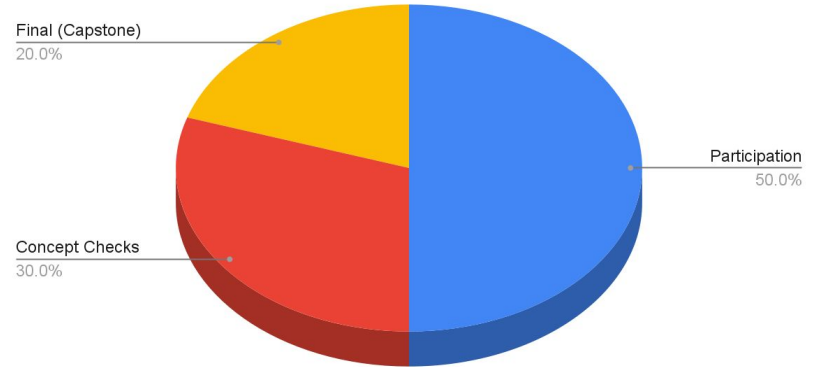


Grading System

This course is structured to ensure students can explore mental health in a stress-free manner.

There will be 9 assignments.

- 7 Concept Checks
- 1 Mental Health Screener
- 1 Capstone Project (Final)



(Refer to the graphic for grading breakdown)

Members of Mental Health Group and Lone Tree Youth Commission

DCSD Student Advisory Group:

Aadithya Senthilkumar (TRHS)

Aarav Varma (LHS)

Avery Herbert (LHS)

Elijah Morgan (TRHS)

Sophia Johnson (DCHS)

Nick Menzel (MVHS)

Lone Tree Youth Commission:

Rex Bourdelais (HRHS) - Chair

Laura Pulido (HRHS) - Vice Chair

Keeley Genuario (Valor)

Parker Genuario (Valor)

Maddy Gieser (St. Mary's Academy)

Trevor Johns (Valor)

Nirali Narayan (HRHS)

Myles Rubin (RCHS) - Secretary

Tyler Schulte (Colorado Academy)

HANDS ON LEARNING

Presented by:

Lindsey Fox, Bella Heick,
and Karli Stefanik

The logo for Douglas County School District features a stylized blue figure of a person with arms raised, positioned to the left of the text. The text "Douglas County" is in a bold, green, sans-serif font, and "School District" is in a smaller, green, sans-serif font below it.

**Douglas
County**
School District

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Introduction to Hands on Learning (Experiential Learning)



The process of learning through doing, rather than seeing or hearing.

What is Hands On Learning



- Physical activities
- Inquiry-based learning
- Engagement of multiple learning modes
- Learning based on the ability to solve problems and think critically
- Involves communication and collaboration
- Use of direct experience and reflection

Why Hands on Learning?

- Colleges switching to hands on learning
- Allows for pattern creation
- Can engage all students
- Develops connections
- College preparedness
- Provides better results over time
- Connects people of diverse backgrounds



Benefits of Hands on Learning



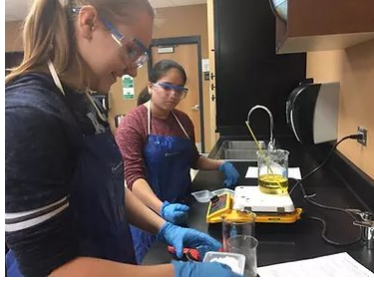
- Better than just memorizing
- Students relate more to subjects
- Creates a healthier learning environment
- Exceeded information recall
- Increases student engagement
- Promotes independence in students
- Still develops team skills
- Promotes relationship development

Examples of Hands On Learning



EDGE Program, Montessori style learning, and Senior Studies.

EDGE



- A program integrated through Legend
- Focused on project based learning
- Initiative to build relationships with others
- Creating a culture within a program
- Weekly passion projects
- SAT prep

Montessori

- Style of learning focused on hands on learning
- Develops real world skills
- Self-motivated learning
- Student-led and self paced environment
- Multi-age classrooms
- Multi-sensory learning opportunities
- Individualized learning goals
- Freedom while still having a learning support system



Senior Studies



- Team-taught class at Rock Canyon
- Combines language arts, social studies, and service learning
- Experiential learning opportunities
- Independent projects
- Community presentation
 - Creates community involvement

Implementation Ideas

- **Creating an Elective class that can be accessed by anyone**
- **Progressing into a program at each school**



What Does this Entail?



- Hands on training for teachers
- Implementation of education standards
- Gauging student interest
 - Google survey
- Budget sheet
 - Training, materials, etc.

Future Implementation Plans

- Continue research and planning throughout next year
- Create an elective course offered throughout all DOUGCO schools



Questions?

POLICY REVIEW

Presented by
Connor Tarbert



Our Subgroup and Purpose

- **Mission - revise current district policies in order to make them more equitable.**
- **Focused on the dress code policy when discussing unequal dress code rules that are based on each individual school.**
- **Often unequally enforced depending in the gender of the student, as girls are more punished much more than boys.**
- **Was last revised in 2002, and want to make changes that are influenced by a constantly changing culture.**

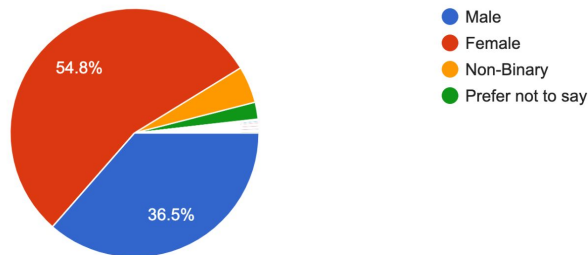
The Problem

- **Dress code guidelines are too inconsistent across the district.**
- **The policy continues to unfairly discriminate against those who identify as female within DCSD.**
- **The course of action taken against dress code violations is inappropriate among student-to-teacher relationships.**

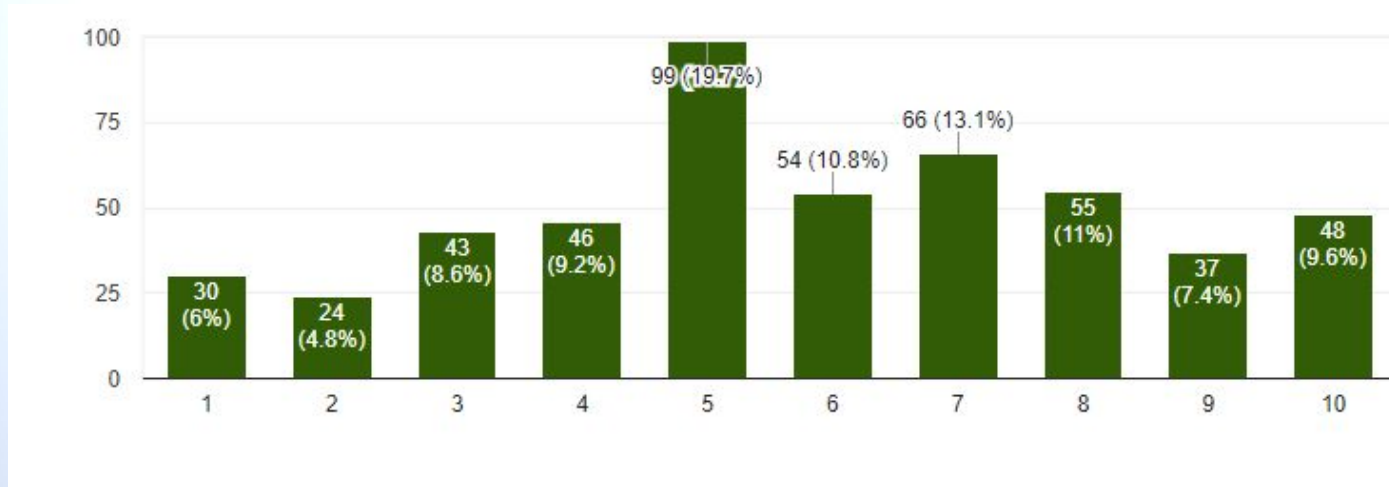
District Wide Survey

- Includes ThunderRidge, Mountain Vista, and Castle View
- 505 students responded to student-produced form
- 1 to 10 scale surveys and open answer question
- Responses were relatively split among all high school levels

Gender
502 responses

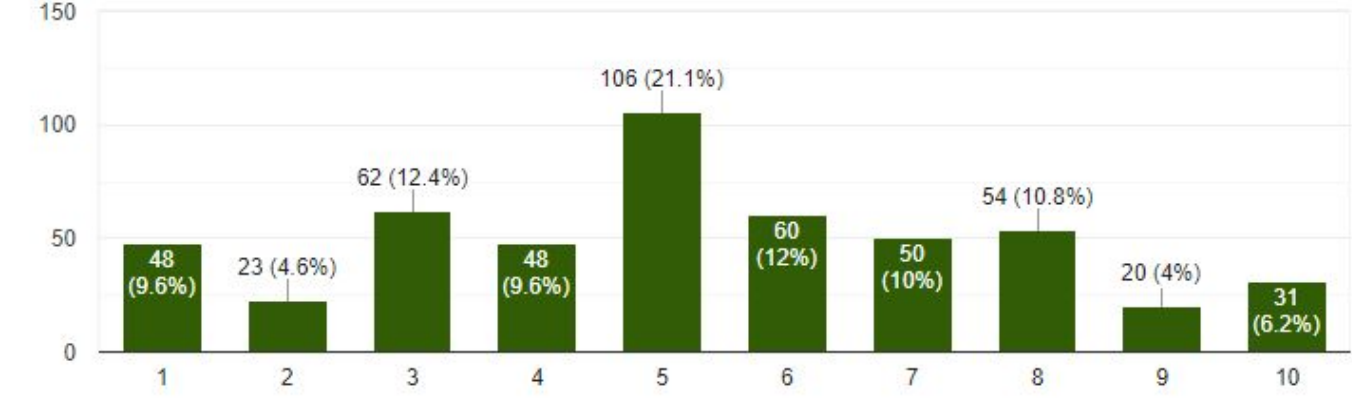


On a scale of 1 to 10, how fairly do you think the dress code is enforced?



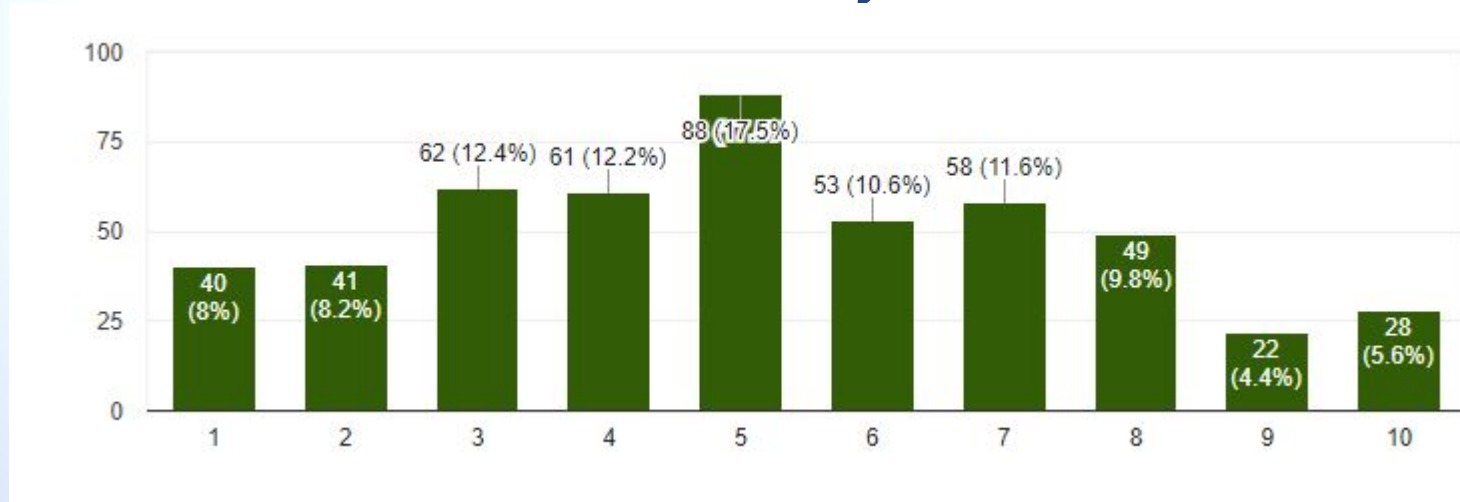
Half of all students believe that the dress code is unfairly enforced.

On a scale from 1 to 10, how equitable do you think the wording of the dress code is?



57.3% of students say that the dress code is not equitable.

On a scale from 1 to 10, how much enforcement is placed on the school dress code at your school?



59.7% of students say the dress code is highly enforced.

I'm sick of being sexualized at my own school where I should feel save people can control themselves and aren't going to go crazy if a guy is in a tank top or you can see a girl's chest it's detracting no one and only the teachers and security notices making it really creepy and teaching kids to be ashamed of their own body and this has been a problem at all the schools I've gone to especially at ranch view we are all sick of grown men and women sexualizing us and teaching us to hide our bodies and not being able to fully expect ourselves because god forbidden a guy has a tank top or a girl has a bra strap viewable if you don't give kids the chance to behave themselves and respect others there never going to learn. It's only the works at the school that care it makes the adults look more like children then the kids at the school.

Dress code unfairly targets women and is extremely misogynistic. Women have far stricter rules around how much skin they are allowed to share compared to men. For example we are targeted for how short our shorts or skirts are or for showing too much skin around our shoulders and chests. Shoulders are not sexual and should not be treated as such. It is not female students' fault if male students and teachers are "distracted" by our bodies. Additionally, clothes targeted towards women are often shorter and more revealing. There are not as many "modest" options available to us.

I think that the dress code is swayed towards giving guys more freedoms with what they wear and telling girls to cover up rather than teaching boys to not objectify women and their bodies. It is difficult for girls because when the weather gets hot and we want to wear shorts and tank tops we can get dress coded just for trying to dress appropriately for the weather.

i've been dress coded once and it was my freshman year, my friend and I wearing matching tank tops but only I got dress coded. when asked why I was told "I'm more developed and distracting." that made me very uncomfortable and I felt uneasy about that situation.

Regardless of the equitability of the wording of the dress code, enforcement is what should be focused upon, as many teachers across schools may not know the the dress code definition, so they trust their own ideation of a dress code, which unfortunately targets specific audiences. Therefore the effort into enforcing the dress code is where the effort needs to be prioritized.

Starting with a student wearing a shirt that said "No means Yes" on the front and "Just kidding" on the back. This shirt made many people including myself feel extremely uncomfortable and unsafe. However, the school did not dress code this student until tons of students and parents made reports about it. Wearing a shirt like this should have been addressed right away, however it wasn't.

JICA Paragraph 1

“The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students shall not wear apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.”

- **Disruption is entirely up to consideration by the teacher and/or administrator, and no designation as to what types of clothing causes a disruption as to the function of the school.**
- **Each school has a different set of dress code policies that can be strictly enforced.**

JICA Paragraph 5

“Subject to approval of the superintendent or designee, principals may establish additional specific standards for their own schools so long as such specific standards do not in any way conflict with safety, health and welfare standards and dress and appearance requirements established by the District. These standards will be published and distributed to students and a copy will be filed with the administration and posted in each school building in accordance with District Policy JIC/JICDA.”

- Not enough awareness of what the dress code currently states within schools.
- School counselors and administration should help out with the student dress code process by talking with each student about what types of clothing can be either acceptable or unacceptable in a situation.

JII/JIA Paragraphs 2 and 4

It is the intent of the District to afford vigilant protection of the constitutional freedoms of all school personnel and students, and to guarantee those protections as provided in the Constitution, including the rights of free inquiry and expression, the right to freedom of association, and the right to administrative due process.

In exercising this right, each building principal, working with his/her staff and with the students, will attempt to achieve the objectives and follow the procedures set forth by District policies and administrative regulations pertaining to the various aspects of student rights, student conduct, and student discipline.

- All students shall have a right to freedom of inquiry and expression through their clothing choices.
- Students shall have expression to what they find is acceptable dress for all students, and how being disciplined in each school should be handled.

Our Solution

- **We propose creating a student review group that will annually review the dress code in order to reflect a shifting culture.**
- **Meet in September, the group will gather student opinions on dress code for review on what works and what needs improvement.**
- **If possible, create a district wide system that contains a uniform dress code.**
- **Provide more confidentiality among student-to-administrator relationships.**
- **Receive further feedback and assistance from any BOE directors.**

Questions?

DIVERSITY & EQUITY

Presented by Diya Nair
and Gabrielle Hooper



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An Overview



- What is discrimination and what does it look like in DCSD?
- What we want to do about It
- What our work would look like
- The Important Questions
- Implementation

What is discrimination and what does it look like in DCSD?

District Composition



AP Course Composition



Gifted & Talented Composition



What is discrimination and what does it look like in DCSD?

District Composition



Out-of-School Suspension Composition



Expulsion Composition



What we want to do about it

The main objective is to create a safe and positive environment for all DCSD students.

- This will be achieved through holding workshops that raise awareness about discrimination and how to prevent it to make schools more equitable and inclusive for all
 - ◆ We want to educate staff about the impact of discrimination and lack of education in our community
 - ◆ We want teachers to learn how they can help us feel safe and comfortable

Aspects of Professional Development

Student Led Workshops

Students will provide personal experiences and emphasize the consequences and impacts of discrimination in schools. They will try to vocalize their issues and get teachers to help students that need help and talk about what the best ways for teachers to help.

Every school would have their own students speak because discrimination looks different in every school and we want our educators to understand the individual issues their school faces.

Staff members will be supported in their personal growth while trying to prevent any feelings of being “attacked” for differing opinions or beliefs.

Diversity and Equity Coordinator

A diversity and equity coordinator would also be a part of the workshop where they would speak on topics like discrimination, equity, and inclusion in a more general manner. They would offer more professional expertise than students could, and they would be included for the necessary balance of individual student experience and professional knowledge.

The Important Questions

Who?

Across the district, there are staff that work with diverse students on a day-to-day basis who are more than qualified to help us structure and host our workshops. During these workshops, we hope that all educators would attend.

Where?

These meetings would take place at each individual school. We would most likely have the meeting be in-person, possibly during staff meetings, but that choice would be up to the school and dependent on scheduling.

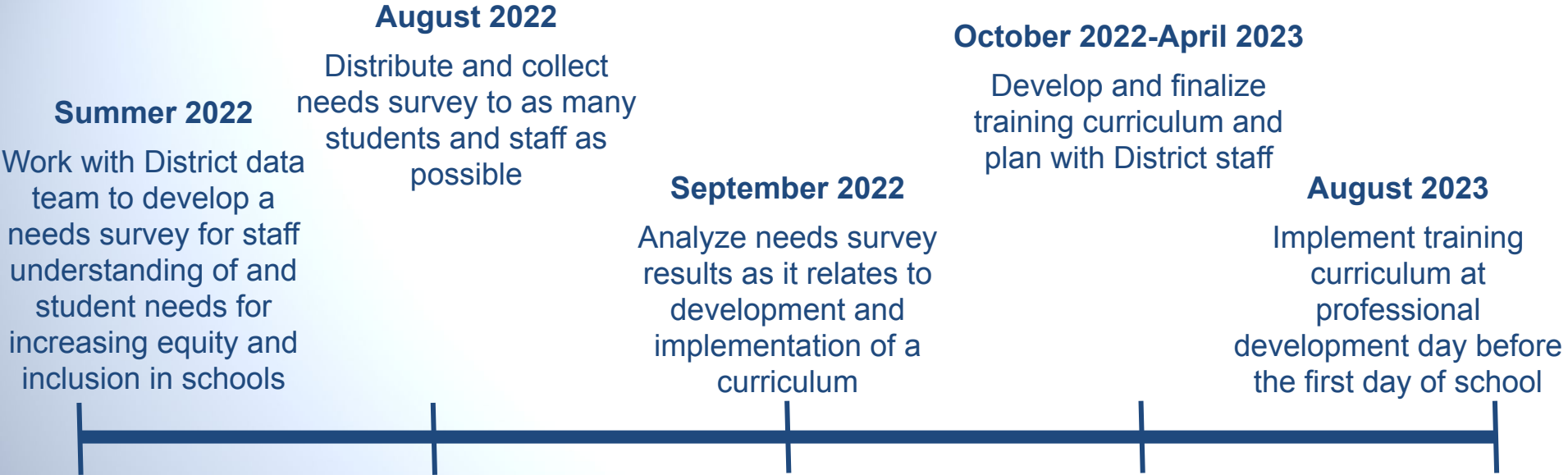
When?

Each workshop would be carefully curated and tailored differently for each school beforehand with student and staff aid. These workshops would take place during PD days or before the school year begins.

Mandatory?

These workshops would be highly recommended for all staff members to attend. There is always a possibility to create a cycle for teachers to attend the workshops on a rotating schedule.

Timeline and Next Steps



Implementation

Highlands Ranch High School has already conducted workshops similar to these on diversity and equity in our schools, and have reported a great success rate. Teachers have reported feeling more aware and educated, and students are happier too.

Our goal is to ensure safety and comfort for all our students. No student should ever feel like they are unsafe or uncomfortable being themselves, especially in a place where we spend most our lives. We believe that we can help them with our proposal.



Questions?

SCHOOL SAFETY

Presented by



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PREVIEW

- What is SART?
- Problem Statement
- Proposed Solution
- SART Training
- SART Data
- Impact on Students
- Goals
- Additional SART resources
- Email Contacts
- Security and Safety SAG members

What is SART

- Sexual Assault Response Team - located in Northern Colorado
- Program that trains high school juniors and seniors to give informational presentations on how to prevent sexual harassment to underclassmen and middle schoolers
- Been around for over 25 years
- Presentations given by fellow students
- Discusses consent and defines important terms

PROBLEM STATEMENT

We are addressing the safety of the students in Douglas County and determined to make DCSD even safer and better. We want to incorporate SART into all the schools around the district and hold 90 minute presentations to help educate and prevent sexual harassment and start the conversation.

PROPOSED SOLUTION

- Holding an assembly over a week, or one homeroom period, to talk with students throughout the school to help educate and know how to prevent sexual harassment.
- Use the SART program to initiate education and aid in teaching about various topics such as sexual assault, sexual harassment, and consent
- Make this program become widespread throughout DCSD

SART Training

- Provided by school with SART representatives
- All day presentations aided by the students
- Follow up trainings with the school
- Give presentations to fellow students

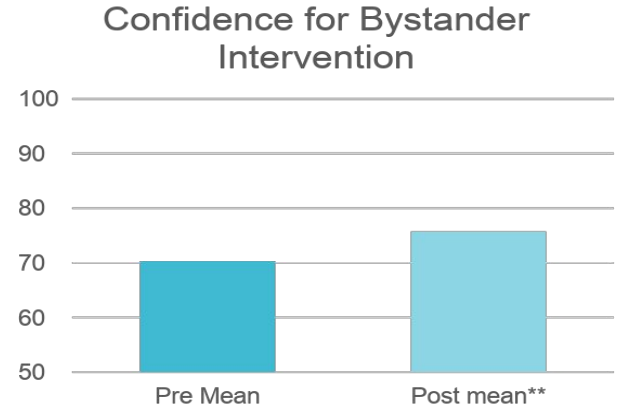
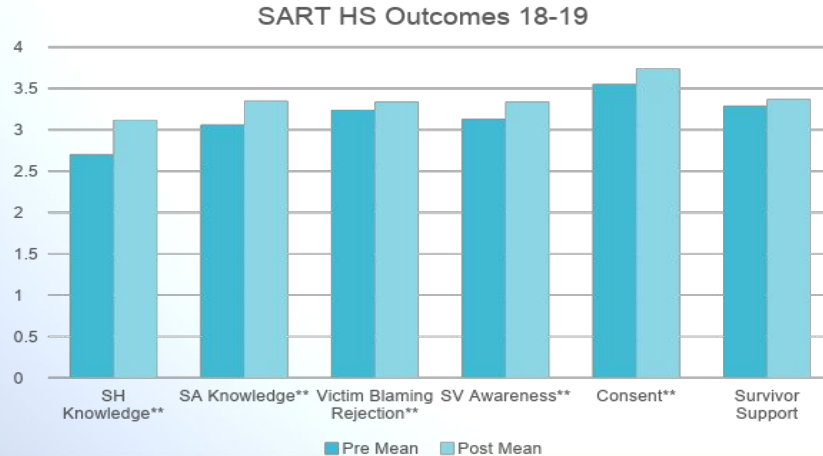
SART Training Continued



SART DATA

- Last year, SART Peers gave **173** in-school presentations!
- SART Peers alone reached **4,329** people in Northern Colorado!
- We are growing every year and making an impact!

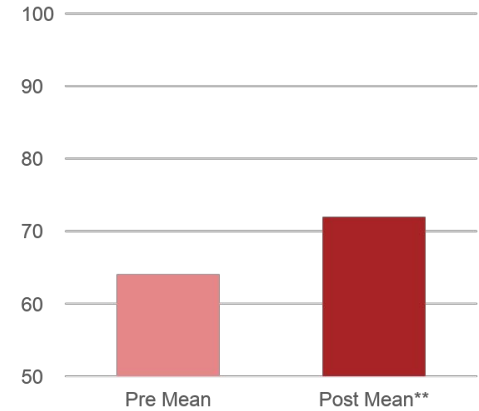
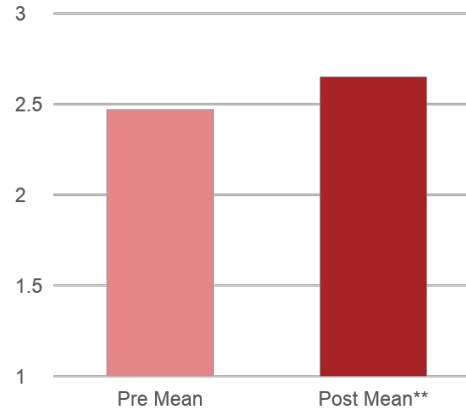
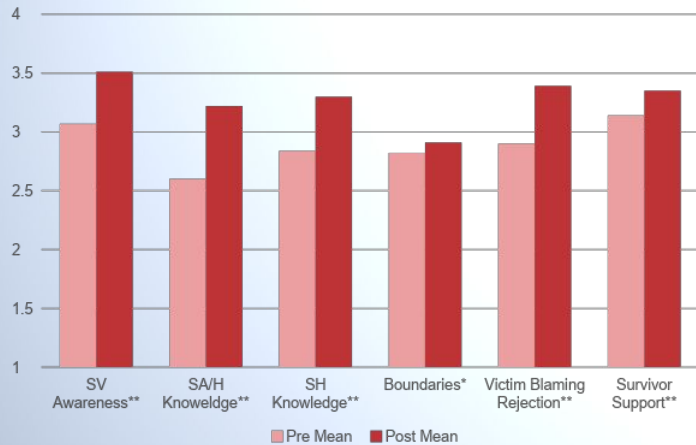
High School Pre-Post Test Results



SART DATA CONTINUED

Middle School Pre-Post Test Results

SART MS Outcomes 18-19



Impact on students

- Know what to do if in an uncomfortable situation
- Educate students to prevent them from sexually assaulting someone
- May learn more/take it more seriously when their peers are presenting it

Goals

- Want more students trained so that program can grow and more students can become educated on the topic of sexual assault and harrassment
- Eventually have students throughout the district trained and giving these presentations to incoming students

Additional SART Resources

[SART Quick Facts Sheet](#)

[SART Recruitment Video](#)

[SART Homepage](#)

[Deep Dive of SART Program](#)

EMAIL CONTACTS FOR QUESTIONS

[Kara Lyons: lyonske@s.dcsdk12.org](mailto:lyonske@s.dcsdk12.org)

[Joey Jung: jungjk@s.dcsdk12.org](mailto:jungjk@s.dcsdk12.org)

[Kennedy Stone: stoneka@s.dcsdk12.org](mailto:stoneka@s.dcsdk12.org)

[Michelle Bryan: mbryan@dcsdk12.org](mailto:mbryan@dcsdk12.org)

PROMOTING TECHNICAL COMPETENCE

Advait Khanna
Rohan Adepur



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GROUP INTRODUCTIONS

Technological Literacy

Overview

- To implement a policy more focused on improving technological literacy for teachers.
- To assist students in efficiently tracking their community service
- We've reached out to organizations across Colorado that promote technological literacy for students and teachers as well as surveyed teachers on how prevalent these issues and if they are willing to assist us

Current Solutions

- The district currently has programs to teach teachers basic computer skills
 - DCSD Tech in the Classroom Google Community (448 members)
 - Professional Development courses such as this summer's Google Education and Digital Classroom Management sessions
 - Online courses via Canvas
 - PD offered in 21-22
 - Canvas Beginning of Year Checklist for Teachers
 - District Canvas Parent Support Document

- Teachers who have difficulty teaching their students with current technology resources

- Self paced course oriented around teacher and student input and proficiency
- Pair up with teachers in a TA environment to promote professional standards
- Promote teacher acclamation to the learning environment in DCSD
- The goal of this shouldn't just be to provide technical development resources but to inspire and support incoming teachers to better provide for their students
- Give teachers the ability to get the support they need at a moment's notice
- Allow teachers to use the technological resources they can access to adapt and structure these resources to their own classes
- One year time frame



Solution

- What can we do?
 - Provide a course developed by students and teachers, taught by experienced staff to teachers in need of help
 - Bi yearly in person professional development seminar
 - Establish communicative resources between teachers applicable to the individual goals of each teacher
 - Reach out to organizations in Colorado that currently provide online resources for professional development and give them a direct channel of communication
 - KidsTek, etc....



Get teacher input

- Teachers can quickly become overwhelmed with the variety of constantly changing technology in the district
- We want to get teacher input on how they would like to solve this problem
- Mandated courses may not be practical for teachers who are already attempting to understand a variety of different software in an incessantly changing school environment
- Teachers need a structured solution that works on their own time

Policy Proposals

- Implement use of Helper Helper throughout DCSD.
- Mandatory certification course for teacher understanding of online education programs
- Classes on technological literacy for teachers

THANK YOU

Any Questions?



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ENVIRONMENTAL SUSTAINABILITY

Presented by:
Varun Prasad
Ryan Sprengel



Learn Today, Lead Tomorrow

Problem Statement

- Rock Canyon High School uses a million pounds of carbon a year just from driving to and from school.
- To offset this carbon footprint 20,000 trees would need to be planted over the course of 7 years.



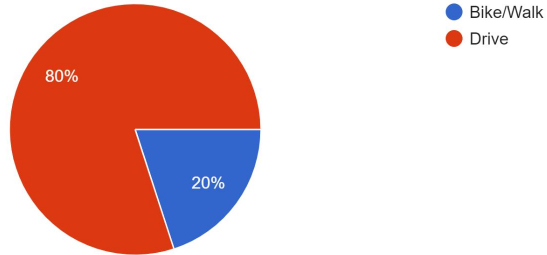
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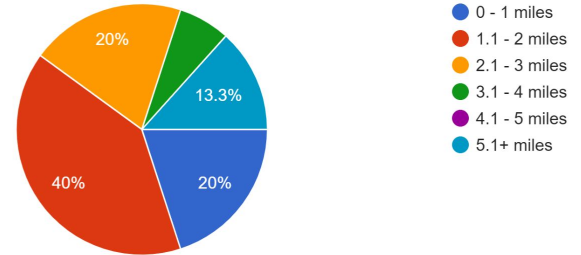
BACKGROUND

Collected Data

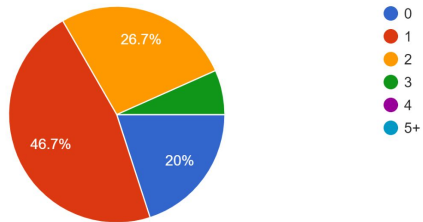
Do you walk, bike, or drive to school?



Approximately how many miles away is your school from your household?

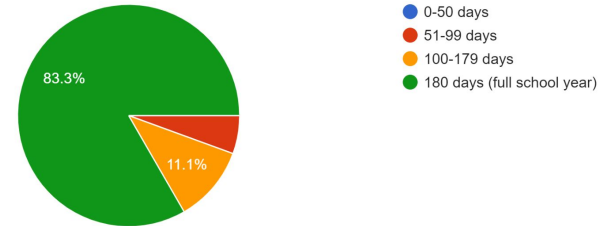


How many students carpool with you?



How many days per school year do you drive to school?

18 responses



Data Interpretation

2300 students (0.80) = 1840 driving students

1840 driving students/1.22 students per vehicle = 1508.2 cars

1508.2 cars (4.6 average miles to drive to/from school) = 6937.70 miles per day

6936.70 miles per day (175.353 days driven per year) = 1216371.155 miles per school year/25.7 average MPG for cars in CO = 47329.616 gallons of gas

47328.616 (20lbs of CO₂ per gallon of gas) = 946592.3386 lbs of CO₂

946592.3385 lbs of CO₂/ 48 lbs of CO₂ absorbed by blue spruce/aspens trees = **19720 trees**

19720 Quaking Aspen/ Blue Spruce Trees

Logistics - Tree Planting

- \$15,000 per year
- 3,000 trees per year
- Planted around athletic fields and open space on school grounds.
- Planted on faculty and parent properties.
- Volunteer opportunities for students towards graduation requirements



Arbor Day
Foundation®



Effect

- Across the four years a student will have to complete 2 hours of ecological hours
- With 20,000 highschool students that means 40,000 hours every four years
- Negating the need for paid workers to help plant trees
- It will also be a way for students to get hours towards their graduating requirements

Working with HelperHelper

- HelperHelper is a tracking app for volunteer hours
- We will utilize this to help students find opportunities



THANK YOU!

Any questions?



THANK YOU TO OUR SAG LIAISONS

**DEREK CHANEY, Director of Activities,
Athletics, and Student Leadership**

**STEPHANIE O'NEILL, District Crisis Team
Lead**

SUE DAKOVICH, Administrative Assistant

THANK YOU TO OUR BOARD OF EDUCATION

DIRECTOR DAVID RAY, Board Director

DIRECTOR BECKY MYERS, Board Secretary

PRESENTING 2022-23 SAG LEADERSHIP TEAM



Nick Menzel



Diya Nair



Sujay Potlapelly



Mona Rojas