



Diversity, equity, and inclusion are essential to our school and student success. SAC will hold ourselves accountable, as individuals and as a group, to ground decisions in diversity, equity, and inclusion as we support Montclair. We commit to decisions that create opportunities for all students to grow, achieve, and thrive.

**Denver Public Schools  
Montclair School of Academics and Enrichment  
School Advisory Committee  
April 13, 2026 - Virtual Meeting - 4:30 - 6:00 pm**

## **Meeting Minutes**

**Present at the meeting:** Ash Lorenz, Clint Duvo, Carlin Tafoya, Lupe Lopez Morales, Letty Gonzales, Shannon Burke, Catie Santos de la Rosa, Lamees Atteya, Javiera Reyes, Morgan Pinnell, Courtney O'Brien, Stephanie Martinez, Scott Harris,

**Absent Members:** Aloma Wallace, Keyshia Price

### **1. Welcome & Called to order at 4:30 pm**

### **2. Discussion Items / Public Input:**

- a. Scott Harris asked about the new MIA autism center the district is considering placing at Montclair next year.
- b. Clint explained Montclair is one of multiple schools being considered to take on this program because of capacity issues at current MIA centers.
- c. Clint shared the details of the proposed program:
  - i. Completely funded through DPS
  - ii. 8-12 students / 3rd 4th & 5th graders
  - iii. 1 teacher and 3 Paraprofessionals
  - iv. DPS to provide the curriculum & sensory equipment for the room
  - v. Students would be of varying abilities / some students could need toilet training.
- d. Clint would like to find ways to include these students in our mainstream school setting if possible. He's not sure if it's a self-contained classroom.
- e. Scott expressed his concern that we might be taking on too much right now since we've recently added the TNLI and Newcomer programs to Montclair that still need improvement.



## 1. Principal Updates:

- a. Innovation Plan Results: passed with 92% approval
- b. Platooning decision for 2026-27: all classes will be self-contained
- c. Enrollment update:
  - i. Current numbers 309 students (338 w/ ECE)
  - ii. ELA-E (English instruction) = 242 students (259 w/ ECE)
  - iii. ELA-S (TNLI / Spanish literacy instruction) = 66 students (79 w/ ECE)
- d. DPS marketing update: Lupe and Clint are gradually making progress on creating flyers and updating the website.
- e. Personnel update:
  - i. Hirings:
    1. Bilingual counselor has been hired
    2. Restorative Practice Coordinator - not bilingual as requested by SAC but represents our school's demographics
    3. First grade position will be filled by Shannon Burke
  - ii. Openings:
    1. 5th grade open - Aileen Giardina officially resigned
    2. 2nd grade open - Marla Bollom is moving out-of-state
    3. ELD position open - Shannon Burke is filling the 1st grade position
- f. Carry Forward / Spending Suggestion Update:
  - i. This extra money must be used this school year (\$122,000)
  - ii. Clint has purchased CMAS prep materials for next year. He is also using the money on sprucing to the hallway walls, banners for outside, needed furniture, technology, charging carts, and more walkie talkies.
  - iii. Catie made the suggestion of purchasing the smaller computer carts (like what Ms. Ramirez has). They take up less space in the classroom and less of a behavior issue. She also stated that thinking equitywise, the TNLI program should get new furniture. Currently they have used, mismatched furniture and deserve better quality furniture.
  - iv. Shannon asked that some of this money be used to replenish the supply room with high quality supplies. Clint will work with Lupe to make sure our



supply room is replenished with items the staff uses.

g. Staff/Family newsletter update:

- i. Clint needs to know what is the most important information that people find useful on a newsletter. He's open to suggestions.
- ii. He suggested a task force could provide him with desired details or he could send out a survey.
- iii. He wants to make sure everyone has the information they need (year overview, then chunk it by month or week, etc.).

h. SAC Member update:

- i. Markell Lucas has resigned - Community member position is open.
- ii. Two parents expressed interest in joining SAC - one is already a member.

**2. UIP for 26-27:**

a. Explanation of the UIP: Data is looked at finding 2 to 3 indicators to focus on and look for trends. Clint is having meetings with different stakeholders to determine the Root Causes in preparation for his conversation with the ILT (Instructional Leadership Team).

b. Three Areas of Focus:

- i. CMAS (has been a slow decline these past few years)
- ii. Literacy K- 3
- iii. Student Engagement, including attendance and BESS data (SEL)

c. Feedback from SAC:

i. Student Engagement:

1. Need new SEL curriculum; Catie has approached Paige Wood (school Psychologist) multiple times to apply from the district a pilot program that would be free to our school (savings of at least \$7,000). Only 20 schools can apply (first come/first serve). Clint will follow up with Paige.
2. PBIS Inconsistencies buildingwide: Teachers need to be more vertically aligned, both academically & with student behaviors



(inconsistency with following the rules in our handbook). There's a clear difference for expectations between upstairs and downstairs grade levels.

3. Areas of concern around the expanding TNLI Program:

- a. There is an unspoken tension that exists between student groups of different languages. What are we doing as a staff to build connections between all of our students? How are we building the language gap?
- b. Support systems: We need to grow our multiple language capacity. There are concerns that we don't have key staff members that represent our TNLI students' demographics to support them with all of their needs, especially social and emotional. How can we get staff members to build relationships authentically with these students? How can we train staff members that don't speak Spanish to use the translation line or translation tools as a default to connect with students and their parents (not count on others to always translate for them)?
- c. Behavior accountability and PBIS: Staff needs to follow our PBIS system with these students as well and hold them accountable for their actions. Receiving different treatment could be a reason why they do not feel completely connected with the rest of the school.

ii. Academically:

1. The academic gaps between K-2 and 3-5 could be related to what is measured for K-2 Dibels (READ Act) measured in CMAS. Assessments are very different. How can we create more vertical alignment? Reading buddies?

**3. Compensation Plan follow-up:**

- a. The Compensation Plan sent out was the most accurate and up-to-date.
- b. The attendance duty was removed from the plan because it is already included



- in Ash's job description.
- c. Clint will clarify and reword it in a way so that Paraprofessionals and Office Staff are included. He believes these jobs are called "Classified Staff".
- d. This has been submitted to the district.

#### **4. Montclair Cell-phone Policy:**

- a. A draft of the Montclair cell-phone policy was shared with the SAC members. It is compliant with the State of Colorado General Assembly, HB25-1135 - "Communication Devices in Schools".
- b. Scott mentioned it looks very comprehensive and hopes that it is enforced with fidelity and consistency (especially 3rd - 5th grades).
- c. The district is also drafting a Cell-Phone Policy for all of DPS which will go into effect July 1, 2026. Admin will compare our policy with the district's and determine what is best for Montclair (invoking our Innovation status privilege).
- d. Staff/Adults also need to model respectful cell phone usage in front of the students.
- e. Clint is concerned about what could happen if a teacher negligently broke a cell phone. There was discussion about the students handling their device when placing it or retrieving it from the locked container to avoid any possible issues.
- f. Next steps:
  - i. Taking feedback from all stakeholders (including staff, parents and students).
  - ii. Anticipated pushback is already addressed in the proposed policy.
  - iii. The school is looking for either lock boxes or safe storage containers for students to lock up their phones during the day.
  - iv. The plan will be finalized and implemented starting next school year.
- g. Any questions or feedback can be directed to either Javi or Clint

#### **5. Tech Overload in the Classroom:**

- a. Scott would like to start the conversation regarding EdTech in the classroom. He has noticed that there is an excessive amount of kids using tech in our classrooms, sometimes all day long.
- b. Scientific findings:
  - i. EdTech in the classroom has proven to not be as effective as originally



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- thought.
  - ii. Even “educational tech programs/games” created by M.I.T. for kids are found to be worthless.
  - iii. EdTech negatively affects low economic students more than affluent students.
  - iv. American Academy of Pediatrics: Students age 2 to 5 should have under one hour of screen time and ages 5 thru 11 should have less than 2 hours per day.
  - v. Too much screen time leads to decreased attention spans and concentration, increased irritability, aggression, and impulsivity, as well as possibly exposing children to harmful images, ideas, or addictive platforms.
- c. Concerns:
- i. Students’ behavior is dysregulated after spending time on the educational tech programs. Morgan notices that their eyes hurt and it exhausts them.
  - ii. Students are on other websites such as Youtube or games, and not the website they are supposed to be on. Even when LanSchool is used to monitor students’ computers, they have figured out how to “hack” their computer or use an “incognito profile” to access other websites.
  - iii. If a teacher is asked to cover a class or there is a substitute teacher, they are unable to access LanSchool and monitor students’ computers.
  - iv. Often if a class gets split up, the students spend their entire day on the computer (usually not doing what they are supposed to do).
  - v. Scott has found students in the hallways playing Minecraft without their teacher knowing.
- d. Suggestions:
- i. Consider reducing screen time in the classroom to support our UIP goals.
  - ii. Bring back the Accelerated Reading program through Renaissance (Ash is investigating). Students read a physical book and take a comprehension quiz. The Carmell Hill grant has already provided every classroom with hundreds of books, already leveled and labeled. These books are still in all of the grade level classrooms.
  - iii. Have students participate in Low Tech Months. The Fourth grade team tried this and noticed behaviors were better, students created clubs (comic club, craft club, etc.). Students made different friends, were more social and showed more empathy towards each other.
  - iv. Need to support teachers with ideas for replacement engaging activities



for students instead of using Technology as a default during WIN time. Some ideas include Tinker time, STEAM or art projects, real world skill practice, other options for building literacy and math skills. Some students might need Techpens for independent reading options.

e. Other comments:

- i. Clint said he would be open to looking into this further. He has not given teachers a specific amount of time for students to be on computers.
- ii. EPIC books (online resource) offers books read aloud in different languages; one benefit of EdTech.
- iii. Next steps include educating the teachers about the scientific research about using EdTech in the classroom, and continuing this conversation.

**6. SAC 26-27 Calendar / Meeting Date:**

- a. Ash would like to have the SAC meeting in person next year to increase engagement, easier to share documents and create community among the members.
- b. Clint agrees that keeping it on Monday's would fit better with our current school schedule but would like to think about this more.
- c. Lupe would need to use a virtual component to attend meetings on Mondays.
- d. Catie is involved with Girls on the Run (meets on Mondays and Thursdays). She said she could try to find coverage to be able to attend SAC meetings in person.
- e. This topic is being tabled until the next meeting since we ran out of time.

**7. Meeting adjourned at 6:00 pm**

**Follow-up items for next meeting:**

1. Newsletters for Parents and Staff members (Clint)
2. New SEL curriculum / did the school Psych apply for this? (Clint)
3. Was the Compensation Plan approved by the district? (Clint)
4. SAC 26-27 Elections and Calendar (Ash)
  - a. Next year's meetings: dates and format (in-person vs virtual):
  - b. Clarify calendar years for committee members
  - c. Interest in returning next year
  - d. Status for filling open vacancies