

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 9, 2018**

PRESENT: Board of Education: Z. Ellis, M. Xiong, M. Vanderwert, J. Brodrick, J. Schumacher

S. Marchese arrived at 4:38.

J. Foster was absent due to health reasons.

SEAB: C. Mendez Portillo

Staff: Superintendent Gothard, H. Kilgore, C. Long, L. Sayles-Adams, K. Randall, T. Battle, S. Snyder, M. Leifeld, Z. Ellis, N. Geving, S. Weaver, J. Leonard, A. Collins, K. Burns, L. Cathey, Y. Vang, E. Agbamu, J. Engen, M. Schrul, L. Erickson, B. Natala, M. Davis, T. Parent, M. Throop, H. Ott, J. Turner, K. Wilcox-Harris, C. Baker, S. Dahlke

Other: J. Verges, L. Pantoja, K. McCauley, J. Kopp, K. Smith

I. CALL TO ORDER

The meeting was called to order at 4:32

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard welcomed everyone to the COB Meeting for October. He noted that November 6th will be a big day for the community, and he is grateful for the support in our schools and community. There were 500+ people who attended the site team training at Washington a few weeks ago, with parents, staff, and community leaders interested in learning more about the request on the ballot on November 6th. It was a great community night, and from that, he has seen the efforts and information that has been provided has been well-received.

He also noted that the school year has begun on a wonderful start, and there are many ways to measure that by how schools look, see, and feel. He is proud of the staff, students, and leaders for the great start to school year 2018-2019.

Superintendent Gothard went on to introduce the new Director of Communications, Marketing, and Development, Kevin Burns. We are grateful to have him join SPPS. He has held many positions throughout his career, including different layers of government, as well as his own. He has a great interest in knowing and being fully immersed in the community. This is a vital position to the organization in many ways because it connects all our work – both internally and externally for everyone to be fully aware of the work we are doing and the approaches we take, and the manner in which we work for all students. His role will be brought to the Board at the October 23rd Board of Education meeting, and we are grateful to have him here.

B. SEAB Update

Cesar Osvaldo Mendez Portillo, student at LEAP High School, provided the Board with an update from SEAB.

The previous SEAB meeting was productive with the group talking about what to focus on this year. Their projects will include looking at ways to improve student/teacher relationships, with a focus on restorative practices, pronoun/preferred name culture, and understanding students' challenges in school. In some communities with students from different cultures, teachers may not understand their students' stories and identity, which is important for students. Another project will be to look at ways to expand access to mental healthcare in schools with linguistic/cultural inclusive providers, mental health education, and spaces that promote mental health. This is something that students need in the district, especially for those students who may have had trauma. Their third project will involve researching mandatory ethnic studies (or cultural studies) education for all SPPS students. Finally, a group of SEAB members also spoke at the referendum rally held at Johnson High School.

C. Science Partnerships in SPPS

District Science Team

- Marty Davis PreK-12 Science Supervisor
- Nancy Geving District Science Specialist
- Molly Leifeld District Science Specialist
- Josh Leonard TOSA Belwin Outdoor Science
- Sarah Weaver TOSA Como Planetarium

SPPS Science Mission Statement

- All SPPS students will think and act like scientists and engineers.

SPPS Science

- Science in Saint Paul Public Schools is based on a constructivist philosophy.
 - "In constructivist classrooms, the teacher envisions the student as an active participant in the learning process, attempting to search for meaning and interpret the natural world."
(Douglas Llewellyn, 2014)
- There are 173 SPPS science teachers who are supporting students doing science.
 - There are 5 PAEMST award winners from SPPS over the past 16 years. SPPS science teachers have also won the Minnesota Environmental Educator of the Year and the Minnesota Environmental Educator Lifetime Achievement Award as well as MnSTA's Teacher of the Year.

Making Science Happen for Students

- Partnerships
- Grants
- Science Opportunities for Students

Types of Science Partnerships

- Business
 - 3M, HB Fuller, Boston Scientific, Science from Scientists, BSCS Science Learning, Andamio Games
- University
 - University of Minnesota, Purdue, Michigan Tech, Metro State, St. Thomas
- Informal Education
 - MN Zoo, Science Museum – Kitty Andersen Youth Science Center, Bell Museum, Gibbs Farm, Bakken Museum, Belwin Conservancy, Audobon Center, Wolf Ridge, Starbase, Climate Generation, Sci Girls TPT – U of MN

Partner-Supported Student Opportunities

- Elementary Field Work
 - 3M Funded K-5 and 8
 - MN Zoo 3rd Grade

- Practical Lab Experience
 - SEED
 - Masonic Cancer
 - 3M STEP
- Summer Camp
 - 3M STEP Camp
 - Michigan Tech Girls STEM Camp
 - ACES
- Curriculum and Materials
 - Engineering Teams - unit materials
 - Citizen Science - field guides, binoculars
 - Extra field guides and binoculars donated and available at the DMC
 - MNSTeLLA - materials for units teachers developed
 - The U of MN needed lessons created to finish off a grant. They hired SPPS teachers and we now have those lessons for our teachers.

Belwin

- Learning Inspired Through Nature
- Mission:
 - Connect children to nature through engaging outdoor science experiences.
- Academic Standards
 - Belwin is an outdoor classroom, not a nature center.
 - Grades 3 & 5
 - Science process
 - Structure/function
- Learning at Belwin
 - 10,000 SPPS students
 - 7,700 Elementary 1-5
 - 1,500 Specialized Special Education PreK - 12
 - 800 Secondary 6-12
 - Over 38,000 hours of science instruction
 - 100% SPPS elementary schools
- Future of Belwin Conservancy

Belwin & Como

- Minnesota Astronomical Society's JJ Casby Observatory is available for student use at Belwin.
- It is one of the largest refracting telescopes in Minnesota.

Como Planetarium

- 9,845 SPPS students visited in 2017-2018
 - 2,726 1st graders
 - 2,501 3rd graders
 - 2,384 8th graders
 - 589 multi-age groups
- 10,776 hours of science instruction
- Includes all elementary schools
- Academic standards: seasons, solar system, physics concepts, and scientific process
- Curriculum kits

Como Planetarium – Community Education

- 10,000 public visitors per year
- ~ \$35 K in revenue per year
- Science focused events
- Tuesday evening presentations

- 5:30 pm Pre-K & 7:00 pm

Supporting Science Teachers in SPPS

- Developing teacher leaders
- Professional Development - Voluntary Offerings
- Coaching for those who take PD or request it
- Mentoring New Teachers
- School-based Support

Three-Legged Stool of Teacher Support

- Content
- Curriculum
- Pedagogy

Teacher Leaders – MNSTeLLA

- Teachers leading MNSTeLLA
 - 2 year \$800,000 K-12 Math Science Partnership Grant
 - Partners were U of MN, BSCS, MPS
 - Teacher leaders facilitated small group PLCs using online STeLLA resources
 - 14 Teacher leaders (2 are ELL teachers)
 - 40 Total teachers thus far (5 are ELL teachers teaching science)
- Supports teachers by focusing on identifying student thinking and cohesive unit planning through lesson analysis.

Teacher Leaders – Engineering Teams

- Teachers leading Integrating Engineering into Science Classes
 - 5 year \$8 million NSF funded program focused on grades 4-8
 - 2 years of professional development on leadership and coaching
 - 4 Teacher leaders
 - 40 Total Teachers Supported
- Supports teachers around engineering design processes and how to incorporate engineering into their science curriculum.

Teacher Leaders – Citizen Science

- Teachers leading Citizen Science
 - 4 year NSF DRK12 funded program
 - Partners- U of M Fisheries, Anoka-Hennepin Schools
 - 6 teacher leaders
 - In total is 16 teachers involved.
- Supports teachers using the outdoors. Data from these student investigations are submitted to national Citizen Science databases to be used by scientists across the world.

Other Opportunities for Teacher Leaders to Work with their Colleagues

- Opening Week Science Mini-Conference
- District-wide Professional Development Days
- Elementary PLC Facilitators

Professional Development

- SPPS PD
 - Science Pedagogy Institute Level 1 (Currently required for AOT), Science Pedagogy Institute Level 2, Integrating Engineering into Science Courses, Citizen Science, MNSTeLLA, Elementary Science PLC, Curriculum Writing
- PD Offered by Partners

- Institute for Climate Change Education, TPT SciGirls-Girls in STEM, WaterWorks! A Drinking Water Institute for Educators, ZOOMS teacher workshops (MN Zoo), Rivers Institutes, 3M TWIST, DNR-Project Learning Tree workshops

Coaching, Mentoring & School Support

- Instructional coaching is critical to helping teachers fully implement strategies and pedagogical changes from professional development.
- For instructional coaching to have an impact it must be:
 - Directed by the teacher
 - In-classroom at-the-elbow coaching for 4-6 weeks
- For mentoring to have an impact it must include:
 - Regular check-ins with new teachers in their first year with SPPS
 - Individualized with a focus on the school's priorities
- School support
 - Science focused programs, grants and SCIPs

An example of 3rd grade aligned learning guide was also shown to provide insight into how the grant, partnerships and PD come together in a classroom with students, including plant structures at Belwin and the MN Zoo, engineering, and astronomy. The focus on the main goal is to act and think like scientists and engineers every day.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that in conversations with partners and teachers, there is a high-level of knowledge and a high-level approach with respect from universities and outside partners. It is obvious they all work well together, which is important for our kids, and they approach it from different angles, and are creative in teaching science.
- How the partnership with the Bell Museum look and our work with them? Response: We asked 3M to expand their donations for field trips, and they agreed. We worked specifically with the Bell Museum for the 2nd grade area, and with the Bell's honeybee program, which aligned with the benchmarks in 2nd grade with lifecycles and insects. While they are at the Bell for the honeybee program, they are also able to visit the museum and gain other experiences. We also connect with Bell for the planetarium and bringing the explorer dome to junior high classes in a pilot program, which we are hoping to expand. 3M also helps to fund that program. There are multiple people that help to create opportunities for our students.
- With the recent report on the planet and relation to environmental sciences, how do we respond with programs for students to grow to meet and prepare them for those challenges? Response: One is the new Crosswinds school which will be an e-STEM school with great opportunities, and we are working with the U of M with experts in creating STEM schools and premier education systems across the country. We are also talking with 3M about funding and grants. Also, in the benchmarks for the state, there are new opportunities there with new standards based on the K-12 framework for science and those new standards will include environmental sciences and we will build curriculum around what the state is telling us. There are also typical courses, such as environmental science and electives, with great opportunities within the core curriculum, and in magnet and specialized programs.
- The partnerships in science are incredible, and we thank them, especially 3M. They help us to provide incredible experiences. It's altruistic and a win-win situation for both SPPS and 3M. To see that our students are working at the Masonic Cancer Center and being paid for their work is great. Response: Yes, these are wonderful and we commend the department, and we need to put focus and support behind this work – not only for our kids to take advantage of the skills that they learn, but also a world that needs our kids.
- How does the science team work with EL and alternative schools? Response: LEAP is a high school we do partner with; teachers have been through this work and we have coached teachers there. Also, with the garden program at LEAP, and maintaining that and utilize resources as the building shifts. In EL work, we partner with the MNSTeLLA program and BCSC, being the first district with an ELL component, and with ELL specialists, and bringing that component to them. The needs are slightly different, and we work to ensure that all student and teachers are supported.

- In talking about professional development, is it available only to science teachers or to all teachers? Response: Usually it is available primarily for secondary ELL teachers or teachers in science or those co-teaching science. We have had some social studies teachers, as this also relates to their work. At the elementary level, it is open to everyone and all classroom teachers. Some staff have asked for more PD or more offerings in PD. There has been discussion in also offering supports school-wide, and training for classroom teachers to also teach science. We want kids to be doing hands-on science, creating questions, and collecting data and making claims, and teachers need support to be able to do this in their classrooms.
- The plans for using this scientific method in teaching literacy and math were also discussed.
- We are an urban school district, and going into nature is fun and growth-producing, and we have an obligation to connect students to nature. With that, why don't we have more plants and animals in our classrooms? Response: There has been discussion with Facilities, and while there are issues with plants and animals in classrooms, such as safety factors, mold issues, fur issues, safety is a prime concern for students. With that said, when we teach plants and animals, we do bring in cuttings, or the garden at LEAP is a great example, and our work with Citizen Science. We do with for gardens with Facilities and understand the limitations. We teach task-based question and evidence, and post questions for a productive struggle before providing the formula and procedural steps, and our math and science are rooted in that. It's also beneficial to not walk into a classroom and see the learning target, but to have students discover the meaning, and be a part of the inquiry and investigative piece, which happens in different ways. In science, it often starts with a question, and apply the actual science to students' lives. In literacy, we integrate science into aligned learning for elementary reading, where students use scientific inquiry to generate questions, and they then read to find answers. They may look at feathers and read articles at their grade level to answer the questions. We use science to motivate them to read.
- What do we mean by engineering being encompassing? Response: Engineering looks at the design world. Everything is created to solve a problem, and engineers work to determine that design to solve a problem. In the slider scale, we encourage students to show where they are in the process. Engineering is driven by a problem, whereas science is driven by a question.
- What is the role of iPads in this work? Response: It varies by course. They are a great way to collect data quickly, and to graph. Students are able to snap a picture instead of sketch an item. They can then label it and send it to the teacher, and they do help. Textbooks are also on iPads, and we have Schoology work created in order to do work at home or flip the classrooms. The 6th grade curriculum is mainly done on Techbook, and there is discussion to partner with 3M to fund the 7th grade curriculum, which will also be online too. The dissection apps on iPads are also tools for students, as well as modeling and creating for student learning. Andamio games provide apps for education, and they have been working with SPPS for a number of years, and created an app for photosynthesis, which is a more difficult concept for kids to understand.
- Director Xiong thanked everyone for this presentation, and noted that as a former students, her time at Belwin has lasting memories.
- There were questions on science specialists in schools and classroom teachers who integrate science into their instructional day. Response: There are twelve schools without science specialists out of 45 elementary schools. Some of them are Montessori or IB program, where science is incorporated into their regular work. The majority of schools are smaller schools without the FTE available, and the prep time necessary.
- Director Ellis noted her fond memories at Belwin and the planetarium. What does science look like for 1st and 2nd grade, and then at Belwin in 3rd grade? Response: There are units for all grade levels through high school. As part of the aligned learning guide, there are materials from Foss Kids, as well as at the DMC (District Materials Center located at 1930 Como). As standards changed, we knew we needed extras from Foss, and we bought 10-15 of them for the DMC, teachers take them to buildings, they send them back, are refurbished and resupplied, and then sent out to the next site. In 1st grade, students do visit the Como Planetarium, and in 2nd grade, they visit the Bell Museum, and then in 3rd grade, they visit Belwin. Field trips for K-5 and 8th grade are funded and directly related to the science standards they need to meet at each grade level.
- How is outcome data tracked on how instruction is progressing to standards? What is more or less effective? MCAs or other outcomes to note how to modify or deploy different techniques to students,

abilities, or needs of kids? Response: MCAs are one are that we look at. Our partners also have research, as well as NSF, and we do data digs to deeply understand what it means for students. We also observe classrooms of all science teachers, and with a rubric use a form to pick out key pieces of programs highlighted. This data is then brought back as a composite set of data to determine what we are doing well or where there are opportunities, and build the plan. Our partners need to be the right partners for us in this work. Teachers are also a strong connection and they are willing to tell us what we need and how to help, and grants provide the opportunities to provide these needs.

- It was also noted that this work in science fits into the strategic plan in every piece, especially around culturally relevant and effective instruction. It can be useful in all areas of academics.

D. FMP Update

Facilities Master Plan: Successes – FY2018

- Projects underway improving the learning environments of 8,925 students
- Managing \$236M on current facility improvement projects
- Energy Rebates:
 - \$160K in energy rebates received for FY17 projects
 - \$414K-\$476K estimate for rebates to be received for projects underway

Learning Spaces Photos

- Kindergarten classroom at Adams Spanish Immersion
- Outdoor Learning Space at Highland Park Elementary
- The Forum at Como Park Senior High
- Media Center at Saint Anthony Park

Core Spaces Photos

- Gym at Highland Park Elementary
- Cafeteria at Horace Mann
- Inclusive restroom at Como Park Senior High
- Gym at RiverEast

Exteriors/Entries Photos

- Front entry at RiverEast
- Front entry at Jie Ming
- Addition at Linwood

Facilities Master Plan Governance Committee: Process Outcomes

Think-Along

- Inform 5-Year Implementation Plan (FY2019-23)
- March 13, 2018; 47 attendees: teachers, parents, student, community, staff
- Summary report available online: spps.org/fmp > FMP Governance Committee
- Input on emerging factors impacting 5YP:
 - How newly-acquired middle school can alleviate capacity shortages
 - Maximize underused elementary facilities for betterment of school and community
 - Define equity measures to fairly prioritize capital projects

Takeaways

- How newly-acquired middle school can alleviate capacity shortages
 - Takeaways: Need to engage families in Area A to inform aspects of new middle schools and potential impact to nearby middle schools
- Maximize underused elementary facilities for betterment of school and community
 - Takeaways: Identify and leverage partnerships to look at opportunities for building strong programs that provide wrap-around services to support families
- Define additional equity measures to fairly prioritize capital projects
 - Takeaways: Attention on how diverse students react to design based on culture, race, gender; equitable resource distribution e.g., amenities

Key Direction: 5YP – FY2019-23

- Crosswinds Building
 - Crosswinds purchase to help meet middle school capacity
 - \$50M approximately saved over building new
 - Crosswinds purchase has delayed:
 - Obama Elementary (design starts in FY21 instead of FY19)
 - 1930 Como (completion in 2020 rather than 2018)

5YP - FY2019-23: Project Highlights

- FMP Criteria for Project Prioritization (BOE approved Dec. 2015)
- GROWTH AND ALIGNMENT
 - Not creating additional enrollment capacity; it's about alignment to program needs
 - Challenges for underused facilities
- QUALITY LEARNING SPACES
 - Collaborate with educators, students and families to design learning spaces that meet FMP vision, principles and standards
- CORE SPACES
 - Focus on improving learning spaces and buildings cores, e.g., gyms, cafeterias, kitchens, etc.

FMP Overall Progress Status

- Complete: 12%
- Under Construction: 9%
- Planned: 32%
- Balance of 10 Year Plan: 47%

Design Phase Begins: Projects \$10M+

- FY19
 - American Indian Magnet
 - Bruce Vento
 - District Service Facility
 - Frost Lake
 - Johnson Senior (HVAC)
- FY20
 - Cherokee Heights
 - Gordon Parks High
 - Ramsey Middle
- FY21
 - Obama
 - Farnsworth Aerospace – Lower
 - Highland Park Complex
- FY22
 - Four Seasons
 - J.J. Hill
- FY23
 - Battle Creek
 - Eastern Heights
 - Hazel Park
 - Mississippi Creative Arts

5YP - FY2019-23: Project Highlights

- Every site (73) benefits in some upgrades and improvements:
 - \$1.73M per site over 5 years -OR- \$345K per site/per year of improvements on average

Considerations for SY2018-2019

Academic decisions being determined impacting remodeling plans:

- Highland Park Secondary Complex
 - Capacity and utilization, ensuring enough space for pathway program needs
 - Technical analysis by Facilities Department staff
- Gordon Parks
 - ALC opportunities expanding to 7-8 grades
 - Strategic decision as part of the initiative to develop a districtwide middle school model

BOE Investment Resolution (Dec. 2015)

- Sets investment for asset preservation:
 - Major repair/replacement program sets amount of “not less than 2.8% of CRV annually averaged over 5 years”
- FY19-23 is at \$57.2M
 - 2.7% current replacement value/CRV) on average per year

FY2019-23: Proposed Facilities Investments

± \$522 million

- Includes new construction, major repair/replacement, abatement, and renovation

Funding Sources

- | | |
|--|-----|
| 1. Capital Levies (COP) | 61% |
| 2. Capital Bonds | 12% |
| 3. Long-term Facilities Maintenance (LTFM) | 27% |

Building Construction Funds

- Maintain, improve, remodel buildings and land
- By law, cannot be used for other funding categories:
 - Example: General Fund (pays for teacher salaries, transportation, teaching/learning needs, etc.
- Increases to Building Construction Funds do not decrease General Fund
- Funds from bonds sale, capital loans, or Long Term Facilities Maintenance Revenue (including levies)
- SPPS used bonds every year since 1994 to pay for facilities

Board of Education Action – October 2018

- Five-Year Facilities Maintenance and Capital Plan: FY2019-23
- Consent agenda on October 23, 2018

QUESTIONS/DISCUSSION:

- With the renovations at Como Senior High and Humboldt, will there also be gender inclusive restrooms? Response: Yes, there will be at both sites.
- Director Brodrick noted that sometimes the smaller projects at sites are what the community is really desiring, and is there room to figure out how to do those smaller projects moved up in the queue? It seems like the small projects can give an immediate satisfaction to schools, programs, and communities. The grandiose and dramatic projects are great, but people want to see those small projects that can make people happy quickly. Response: There has been a lot of conversation about that topic during the FMP work, and the hierarchy of needs and satisfaction impact.
- In some situations, people may see an athletic facility that is inadequate, and they may wonder why we are not doing more to fix it. Response: The Facilities team is in the process to look at conditions on the ground, and how they have changed.
- Are we going to be able to do more small projects and satisfy people earlier than we have been? Response: Yes, in looking at this as a 5-year plan, we are able to balance the larger projects each year with the deferred maintenance, which is bubbling up to be a higher percentage of work.

- The Board noted that while we have a comprehensive and applauded plan, is that we need to make our buildings what people are looking for and desiring now, and sometimes they include simple things, which seem to be the most difficult to execute. Most of the conversations with the community and constituents often involve them asking questions on small projects.
- How do we prioritize projects differently? Response: This was included in the guidance of the FMP committee, who reminded us of all the good ideas for the district. There are seven different categories, and it is about managing the criteria on when to elevate the work. One expectation is that our students are always safe, warm and dry – those are non-negotiable. Now the priority is also building the portfolio, and information for major repair and replacement, and bringing equitable resources to conversations, which is powerful for us to leverage. It is looking at those real customer service impacts that bonds and levies don't bring, and affect people on a daily level. It is human nature to want to know when their building will be next on the list, and what the timeline is for their projects. Within the planning stage, there is facility condition analysis, which involved going to buildings with a rubric and rating the conditions of different items, such as the roof, concrete, boilers, chillers, and breaking those down to a priority ranking. Based on that prioritization, it is clearly defined for the next 10 years on the website, which lays out the prioritization.
- It was also noted that the FMP book to point to for sites to understand the timeline. It is a multi-year commitment which lays out our plans for the future, and is seismically different opportunity for us to be reflective, and the think along is a mechanism to systematically take input and understand the notions of equity and try to deepen the understand as best we can. Communication is key in managing expectations. This process is set up with multiple check points, and gives direction and sets the work and agenda.
- Director Xiong noted that while she does not expect answers today, she does encourage the process of moving smaller items up the queue – especially on rainy days when the field is covered in water, or on hot days when students and teachers are in the classrooms, and to give those situations a sense of urgency.

E. District Calendar Update

Committee Members

- Co-Chairs
 - Sue Snyder - Sign Language Interpreter, Humboldt High School and SPFT Representative
 - Hans Ott - Assistant Superintendent of Teaching and Learning
- Megan Dols Klingel - Assistant Director of Teaching and Learning
- Barb Herrington-Hall - Early Childhood Special Education
- Heather Kilgore - Director of Family Engagement
- Holly Miller - Program Evaluation, Research Evaluation and Assessment
- Lindsay Peifer - Technology TOSA at Central HS
- George Simon - Office of Specialized Services Business office
- Erin Whitcraft - Language Teacher at Central HS
- Celeste Carty - Principal Crossroads Elementary

The central focus is students and what is best for them.

Committee Timelines

- | | |
|------------------|-------------------------------------|
| • January 2017 | Committee meetings began |
| • February-March | Research calendar options |
| • Spring 2017 | Parent Advisory Committee check-in |
| • Spring 2017 | Development of surveys |
| • Fall 2017 | Calendar surveys launched |
| • January 2018 | Survey data reviewed |
| • Spring 2018 | Draft versions of calendars created |
| • Spring 2018 | Parent Advisory Committee check-in |
| • Fall 2018 | Calendars presented to School Board |

Survey Summary

Considerations from Board in 2015

- Staff attendance on Good Friday
- Longer Thanksgiving Break
- Operational Costs

Survey Responses

- Families 1,391 responses
- Staff 1,206 responses
- Students 726 responses

Focus of Survey Questions

All Groups

- Length of winter break
- Additional cultural holidays/observances for students
- Preferred day of week for last day of school

Families and Staff

- Length of Thanksgiving break
- Number student contact days needed for an instructionally sound and productive school week
- Satisfaction with current parent-teacher conference practices

Staff

- Good Friday scheduling

Winter Break

- 8 Days 33.6%
- 10 Days 39.9%
- Either 26.5%

Overall Findings

Survey data does not support making changes to current practices

- No clear preference for length of winter break (8 day vs. 10 days)
- General preference to end school as early as possible in June
- No preference for length of Thanksgiving break
- Preference of staff for Good Friday to be a non-student contact day
- Preference for at least 3 day instructional weeks
- Preference to keep the current conference schedule
- Some preference for earlier spring break

Recommendations

- Maintain current practices
- Continue to support families with excused absences on cultural days of celebration
- Avoid holding district events on days of celebration

The proposed calendars were then presented, along with a chart that showed days of no school, parent/teacher conferences, conference prep/grading days, and professional development for PreK, Kindergarten, Elementary, and Secondary students.

	<u>Total Instructional Days</u>	<u>Works Days for Educators</u>
PreK	169	187
K	171	187
Elementary	173	187
Secondary	175	187

Future Consideration

- Consider how behavior data relates to calendar
- Frequently asked questions on the website
- Streamline call-in procedure for families

QUESTIONS/DISCUSSION:

- How do we ensure that district events are not scheduled on the same day as religious observances? Response: There are a couple ways. In our communication with principals, we highlight the days to avoid. The district calendar also highlights religious celebrations on school websites and the district site. Sometimes there is an alternate time also scheduled.
- In thinking about the holiday celebrations from the Google calendar, and also other cultural celebrations not available on the Google calendar, how are schools informed? Response: The administrators handbook that is sent out also includes days of observance. We are also thinking of adding it to the FAQ for standard holiday and other celebrations to ensure schools know about celebrations in the community through the handbook, Principal's Playbook, and FAQ.
- There are also national family involvement days that are intentional about celebrating specific days within the district. Why are they not a part of this calendar? Response: They are communicated in school SCIP planning as part of the required planning. The calendars here are very "bare bones" and different buildings do different things, and through this we are aiming to meet the laws, contractual obligations, and what's best for student learning in where we put days off. Activities and engagement calendars are parallel to this.
- Why are there different calendars? How can the calendar committee reconsider what additional information could be added without it being too dense? A master calendar, which included items like national celebrations and we want to be intentional of our values as well, and how our values are reflected on every level. Response: Our practice has been, and we will take it back to the committee also, to have three years of calendars broken into three pages for no school-days. Each year, a one-pager family calendar is also sent home and translated, and also posted on the website. Additionally, a back-to-school calendar is physically mailed home, which has been very positive for families. Google calendar is also continuously updated, and our way of informing the community, and the suggestion will be taken back to the committee and rethink for ongoing work.
- Conversations on accessing the calendar in different ways was also addressed. Calendars are helpful in a printed format, but they are also static. Do we have data on end users? Response: While that wasn't a question on the survey, our work did involve PACs, and key questions for them, and a response from the Karen PAC was that the printed, mailed version is very important and advocated for that. We have also heard the SPPS app with the ability to add schools' calendars was powerful and wanted to be able to continue to use that app, and support with family liaisons, and school-based Google calendars.
- Discussion also focused on starting school earlier than after Labor Day. There are limitations due to the State Fair, and transportation and buses. In order to change, we'd need to make the ask of the legislature of variance. We would need a waiver if we have a construction project, make a petition to change. As the committee itself, it makes recommendations and survey results were not unanimous. Some think school should be year-round, but there is not a broad consensus for more year-round schools and more short breaks. The committee is cognizant of school start time changes, and the changes already in the works, and how to balance them out.
- Director Xiong noted that she is excited to see conference prep days, since we ask so much of teachers, and to be intentional about these day, that is great work to continue.
- It was also noted that the first two days for PreK and K conferences are actually welcome meetings, where families are welcomed into the school communities, as well as the gifts that their children bring.
- Another point of the discussion with where the committee struggled in those buffer days and adding two more days for students, with snow days and weather days, is how it impacts student learning, as well as other bargaining units. Bus drivers and nutrition services workers are not at school on those days, and they thought of the impact to employees and to families because they then need to find a way to support their children when they are not at school. In thinking through the different points, and bring back to Senior Leadership to review the considerations, and review the collected

data and then bring back to the Board. There is talk about how the whole population is affected by every day off, with day care needs, after school programs, outside partners, libraries, and close partnerships for student care.

- It was noted that grading is also supported by digital tools, such as Schoology, which have expatiated grading and transferring the larger finals to semester grades, with some assessments prior to the quarter. Director Brodrick noted that teachers do not have that day for grading in 1st quarter, and places more stress on teachers at the end of 1st quarter. Deadlines are the biggest source of stress for school teachers, and he is concerned about not giving them a day off at the end of 1st and 3rd quarters, and we need to continue to look into that.
- The Board thanked Hans and Sue and the calendar committee for all of their hard work.
- Did SPFT have the opportunity to weigh in on the issue? Response: It has not come in bargaining. The recommendation is to consider the conversations and looking at the days off for students for impacts for other bargaining units and families.
- Director Brodrick noted that the end of the year is hectic and stressful, and teachers years ago had no student contact days before the end of the year, and now senior high teachers are using that last day to ensure they have grades completed. They may have had half-days and then the afternoon to grade. Deadlines are tough for all teachers, and at the end of the year, those grades are final, and it can be stressful times. Response: Staff will continue to have conversations with administration and how it affects middle and high schools.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:19 p.m. The motion passed by acclaim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk