

Staff Development Advisory Committee Meeting

Meeting Date:	April 13, ~~March 16~~ , 2026
Meeting Start/EndTime:	4 pm -5:30 pm
Meeting Location:	District Office
Members Present:	Terri Spartz, Karla Krause, Jill Peters, Nancy Denzer, Sarah Andrews, Dave Anderson, Justin Hanson, Amanda Indra, Kristie O'Brien
Other Attendees:	
Members Absent:	
Resources:	SDAC Membership (Quorum: Simple Majority i.e., 9 voting members)
SDAC Goal	WAPS Learning and Teaching Goal: All students experience a guaranteed and viable curriculum, delivered through high-quality instruction in a favorable climate and culture. SDAC Goal: Support all staff with relevant, meaningful, and preferred professional development opportunities to ensure success for all students.



Our Vision: A safe and inclusive community of compassionate, curious and resilient lifelong learners.	Our Mission: Inspire, curiosity, empower resiliency, engage community.
District Belief Statements: • We believe that public schools should serve and engage students, families, staff and the community. • We believe learning and teaching is maximized in a safe, respectful and inclusive environment. • We believe every individual's diversity and experience is valued. • We believe healthy relationships are crucial for the success of our schools.	Core Values: • Safety: Everyone's physical and emotional well-being is a priority. • Integrity: Everyone does the right thing and makes positive choices, even if it is difficult. • Inclusivity: Everyone belongs, is valued and is heard. • Equity: Everyone has the opportunities, access, information and support provided in the individual way they need it.

- We believe that every student can achieve to the best of their ability.
- We believe all decisions should be focused on students and their success

- **Respect:** Everyone's differences are recognized, acknowledged and celebrated.

Committee Purpose and Collective Commitments:

- To serve as an advisory committee to ensure active participation of employees in all phases of planning and implementing the district staff development activities.
- To create goals in alignment with the Minnesota legislative goals and the Winona Area Public Schools' goals for professional growth opportunities.
- To provide teachers and other district staff with individual and professional organizational growth and development opportunities to prepare them to provide excellent educational experiences for students and ultimately help them achieve the fundamental purpose of improving student learning.
- To plan a budget in alignment with the state statutes and local district policy and to monitor the expenditures on a regular basis.
- To review and monitor site professional development goals and to ensure the alignment of those goals with the district strategic directions and WBWF goals.

Type: (Procedural, Information, Briefing, Action)

<u>Agenda Item:</u>	<u>Time</u>	<u>Type:</u>	<u>Discussion/Action:</u> <u>(Minutes)</u>	<u>Person Responsible:</u> (Reports to Superintendent)
Call to Order	4:00 (Terri)	Procedural		
Welcome	4:00-4:10 (Terri)	Procedural	What valuable learning experience did you have on April 3 or recently? Volunteer to start & go left. Nice to have options to do projects on our own. Communication with teaching colleagues from other buildings. Flexibility and collaboration.	
Norms of Collaboration	4:10-4:15 (Kristie & Terri)	Procedural	 <i>Norms of Collaboration Adaptive Schools.pdf</i> In groups of 4 with 3 share-outs at the end: What is one norm you will be mindful of throughout today's meeting? Why?	
<i>Approval of January Minutes</i>	4:15-4:20 (Terri)	Action Item	<i>Motion by Amanda Indra, seconded by Sarah Andrews to approve the January minutes. Motion carried.</i>	

FY26 Budget	4:20-4:25 (Terri)	Information	Please print off a hard copy before the meeting if you desire one. ● SD Budget Report: 4-13-2026 ●  Guidance on Reading Budget Reports	
April 3 PD Feedback	4:25-4:45 (Terri & Kristie) 20 minutes	Dialogue/ Information	 April 3 PD Day Feedback 2026 (Responses) (Sort each session) ● What patterns or themes do you notice in the participant feedback from the last session, and what do these patterns suggest about what worked well and what could be improved? ● Based on the feedback, what is one specific change we should make for future sessions, and how would that change improve the participant experience? ○ The mental health session was overwhelming; find a different presenter in the future. Maybe internal resources next time.	
February PD Feedback	4:45-5:05 (Terri & Kristi) 20 Minutes	Dialogue/ Information	BARR PD Feedback ● Some members thought it was better than the first time, focusing on school cultures. WSHS staff are upset that the content is not relevant to WSHS scheduling, department arrangement. AI Feedback ● Full day training was a bit too long, more support needed during self-paced practicing time in the afternoon. Hands-on activities with professional support would be more helpful. EC Pyramid Training ● What patterns or themes do you notice in the participant feedback from the last session, and what do these patterns suggest about what worked well and what could be improved? ● Based on the feedback, what is one specific change we should make for future sessions, and how would that change improve the participant experience?	
Budgeting for FY27	5:05-5:25 20 Minutes	Briefing	Resources: ●  DWSD Budget	

			• Sec. 122A.60 MN Statutes •  05-12-2025 SDAC Meeting Agenda/Minutes Discussions with Actions on May 11: • Do we take AVID Membership costs off the top of FY27 SD funds? Concerns for AVID registration out of SD right away. But ok with membership. • Do we follow the same carryover protocol as last year? <i>Pooling the building funds and distributing them equally, while keeping the district fund in its own divisional pool.</i> • Do we continue following the same split formula for new funds (<i>by FTE</i>)? Dialogue: • What other DWSD reductions can we consider? Refer to linked DWSD Budget.	
Adjournment		Procedural	Motion by Amanda Indra, seconded by Sarah Andrews to adjourn the meeting at 4:40pm. Motion carried.	
Meeting Dates (for reference)			Meeting dates for 2025-26 School year • September 15, 2025 • October 13, 2025 • November 10, 2025 • January 12, 2026 • March 16, 2026 • April 13, 2026 • May 11, 2026	

Guiding Questions for April 3 feedback:

- What patterns or themes do you notice in the participant feedback from the last session, and what do these patterns suggest about what worked well and what could be improved?
- Based on the feedback, what is one specific change we should make for future sessions, and how would that change improve the participant experience?

April 3rd SDAC Reflections on Feedback

Guiding Questions for Feb 16 Feedback:

- What patterns or themes do you notice in the participant feedback from the last session, and what do these patterns suggest about what worked well and what could be improved?
- Based on the feedback, what is one specific change we should make for future sessions, and how would that change improve the participant experience?

Feb 16: SDAC Reflections on Feedback

Feb 16 Brainstorm of panel questions
How do you see AI most positively impacting K-12 education in the next 3-5 years?
What ethical concerns should schools prioritize when using AI with children?
How can students use AI as a learning tool without it replacing critical thinking?
How do we ensure AI tools do not reinforce bias or widen achievement gaps?
Aside from plagiarism, what issues are likely to come up? Across a variety of grade levels?
What guardrails should districts put in place to protect student privacy and data?
What does appropriate AI use look like at different grade levels (elementary, middle, high school)?
Are any AI platforms better suited for educators than others?
What is higher eds stance on AI in college - what is acceptable, etc.

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What is higher eds stance on AI in college - what is acceptable, etc.
How are you achieving balance with AI and non-AI teaching and learning methods in the classroom?
How do we teach students to evaluate AI-generated information for accuracy and bias?
How can AI support teachers without increasing workload or stress?
How do we teach students to validate AI results when we know errors via AI answers can exist?
What are the most appropriate ways teachers can use AI for planning, assessment, or differentiation?
How do we ensure AI does not replace professional judgment or teacher expertise?
How can AI support personalized learning while still maintaining high expectations for all students?
How do we maintain authenticity in student work and assessment?
How do schools go through the process of determining how AI is best utilized within their district without a teacher's bias?
How does AI support career and workforce readiness? How can we establish this as an objective?
What does AI student use look like at the elementary level? How young is too young to introduce AI?

What district-level policies should be in place before rolling out AI tools?
How do we teach students to enhance learning, not just copying what AI generates?
How do we align AI use with district goals, curriculum, and instructional frameworks?
How can schools help families understand AI and its role in learning?
Can AI provide practice and application – not just answers?
Realistically, what will learning and teaching look like with AI in 5 years? Any teaching-learning model to look at?

Sept 25 AVID PD

Titles	Breakout Sessions
	ESL in the classroom/Language diversity
	Intentional/Flexible Grouping
Culturally Relevant Pedagogy through Avid	Focused Notetaking
Creating Culturally Relevant Environments through AVID	Collaborative structures
	Ask PLC facilitators what avid needs are
	Marking the texts
	Include training that could be relevant to EAs
	First: identify what the foundational practices are
	Ask MS teachers who can do a session. Ask teachers what they don't know and what they need - structures, strategies, etc. Need grade level and department level discussion for setting AVID based norms and

[illegible]