

Staff Development Advisory Committee Meeting

Meeting Date:	May 11, 2026
Meeting Start/EndTime:	4 pm -5:30 pm
Meeting Location:	District Office
Members Present:	Abby Mooney, Karla Krause, Kristie O'Brien, Justin Jordan, Amanda Indra, Jessica, Justin Hanson, Sara Pholschneider, Terri Spartz, Jill Peters,
Other Attendees:	Dawn Lueck, Jay Woller, Sarah Slaby
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 are you looking forward to this summer? Volunteer to start & go left.	
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 April Minutes</i>	4:15-4:20 (Terri)	Action Item	<i>Motion by Amanda Indra seconded by Jill Peters to approve April's minutes.</i> <i>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: 5-4-2026 ●  Guidance on Reading Budget Reports	
Budgeting for FY27	Terri / Kristie	Action	Resources: ●  DWSD Budget ● Sec. 122A.60 MN Statutes ●  05-12-2025 SDAC Meeting Agenda/Minutes ●  2026 Staff Development Reconciliation - 5.11.2026.pdf Summary: ● DWSD Pot deficit: \$18,466 ● Total Divisional Current Fund Balance: \$61,378 (for carry-over, minus deficit of \$18,466): ○ WSHS/ALC: \$19,129 ○ WMS: \$14,722 ○ Elementary/EC: \$27,526 ● <i>CPI Training:</i> It has been confirmed that majority of costs associated with CPI training will be covered by the School District (SD) budget. All EAs PD should be funded with the highly qualified EA budget. Title IV will also fund some CPI. ● <i>Curriculum Writing:</i> The divisions are now responsible for all payments related to curriculum writing initiatives the summer of 2026. The DWSD will cover social studies and math extended time curriculum writing projects during the SY2026-2027. <i>AVID Program Expenditure Review</i> A review of recent AVID event costs has prompted a shift in reimbursement policy due to high overhead. Total travel reimbursements for AVID and other PD the previous summer reached \$71,000. Curriculum writing and teacher stipends also reached \$70,000. ● <i>Registration & Travel:</i> These remain significant expenses that require ongoing monitoring. ● <i>Stipend Policy Change:</i> To manage the budget more effectively, the district	

will **discontinue stipend payments** for staff attending AVID events and other PD events unless the Professional Development (PD) is explicitly mandated as a requirement (e.g. AP, CPI, ect)

DWSD FY26–FY27 Budget Votes:

1. FY26 Deficit Resolution:

*To make DWSD solvent, which method will be used to address the FY26 deficit?
(Select one)*

a. Divide the deficit into equal thirds across divisions (WSHS/ALC, WMS, EC / Elementary, about \$6,155 each)

b. Divide the deficit proportionally based on each division's FY26 FTE (*estimate of EC/elem: \$7,443; WMS: \$5,107 & WSHS/ALC: \$5,913*).----- **Option B was approved by majority vote**

c. Pool all FY26 carryover funds, apply them to eliminate the DWSD deficit, then distribute any remaining carryover per Vote #4

2. AVID Membership Costs (FY27)

Should AVID membership costs be deducted from the top of the FY27 Staff Development funds (excluding Pathway registrations)? This is \$23,750.

- Yes—**This option was approved by majority vote**
- No

3. AVID Pathways Registration costs (FY27)

Should AVID Pathways Registration costs be deducted from the top of the FY27 Staff Development funds? This is \$7,000 as of 12.11.26 (registration is now closed.)

- Yes —**This option was approved by majority vote**
- No

4. Carryover Protocol (FY26 → FY27)

Note: Option A is not applicable if 1c is selected above.

			<i>How should FY26 carryover funds be distributed? (Select one)</i> a. Each division retains and rolls over its own carryover b. Pool all carryover funds and distribute equally among the three divisions c. Pool carryover with new FY27 funds, then distribute 60/40, followed by FTE-based allocation d. Pool carry-over funds and divide by 4 (each division plus district), Elementary and Early Childhood, WMS, Secondary, District Wide - This option was approved by majority vote ➤ <i>Motion by Amanda, seconded by Abbey Mooney to vote on group discussion of options A, B and C for item #1. Motion carried.</i> • Members are talking about how the funds can be fairly contributed to building level and district level based on this year's budget, carryover and expenditures. ➤ <i>Motion by Abbey Mooney, seconded by Justin Jordon to close discussion of item 1. Motion carried.</i> ➤ <i>Motion by Amanda and seconded by Abbey Mooney to vote on items 2 & 3. Motion carried.</i> • Terri shared basic information of the past expenditure about AVID Membership and Pathway. • AVID high cost concerns vs the budget - extra cost beyond the training itself, travel, and stipend. If it's required training, will get stipend • Title fund decrease - some of the coverage will need to be moved to SD funds. • Yearly Contract with AVID - part of the strategic planning. ➤ <i>Motion by Abbey Mooney and seconded by Justin Jordon to close discussion and vote on items 2 and 3. Motion carried.</i> ➤ <i>Motion by Abbey Mooney, seconded by Justin Jordon to move to discussion</i>	
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			<i>of measure 4. Motion carried.</i> • Members believed option A is not a fair option. Option B evens out the balance but is not satisfying either. Option C allows the district to get some carryover. ➤ <i>Motion by Amanda Indra, seconded by Abbey Mooney to propose option d to item 4, pooling all carryover funds and distributing equally among the 4 divisions. Motion carried.</i> ➤ <i>Motion by Abbey Mooney and seconded by Justin Jordon to close the discussion and vote on item 4. Motion carried.</i> Members voted anonymously on each item. Below are the results based on a majority vote: 1. FY26 Deficit Resolution– b. Divide the deficit proportionally based on each division’s FY26 FTE (<i>estimate of EC/elem: \$7,443; WMS: \$5,107 & WSHS/ALC: \$5,913</i>). 2. AVID Membership Costs come off the total staff development budget top before it’s divided among divisions and District-wide pot (FY27) — YES 3. AVID Pathways Registration costs come off the total staff development budget top before it’s divided among divisions and District-wide pot (FY27) (FY27) —YES 4. Carryover Protocol (FY26 → FY27)-- d. Pool carry-over funds and divide by 4 (each division plus district)	
Summer Curriculum Writing requests	Terri	Information	Deadlines: See communication:  2026 Communication RE: Curriculum Writitng Requests Process Revisions:  WAPS Curriculum Writing Request Process 1.12.24	

			Please keep the following submission deadlines in mind: • Early Childhood/Elementary: Friday, May 29, by Noon 🕒 • WMS: Thursday, May 28, by Noon 🕒 • WSHS/WALC: Friday, May 29, by Noon 🕒	
DWSD & Coaches' PD	Kristie	Dialogue	On PD for sports coaches: DWSD will continue to fund a small portion of coaching-related PD. SDAC committee dialogue: What criteria should we consider for coaching-related SD requests? Justification for funding coaching PD: Coaching clinics and professional learning for coaches are a strategic investment in student achievement. Coaches serve as educators who reinforce goal-setting, perseverance, collaboration, and time management—skills that transfer directly to academic success. Research and practice show that students involved in well-supported activities demonstrate higher attendance, stronger school connectedness, and improved academic outcomes. Trained coaches also play a critical role in monitoring eligibility, promoting academic accountability, and connecting students to support. Using staff development funds ensures equitable access to high-quality training across all programs, rather than privileging those with greater Booster resources, and promotes consistent, high-impact student experiences that support achievement for all students. Who do we fund head coach? Equity question. Priority? Small port clarification? How much would it be? \$500 from SY25-26.	
Dawn Lueck & Jay Woller: Overview of		Information	26-27 PD Calendar PD Overview Literacy Focus	

PD & Literacy PD in 2026-2027				
Adjournment		Procedural	Motion by Abby, seconded by Justin to adjourn the meeting. The meeting adjourned at 5:50pm.	
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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Are any AI platforms better suited for educators than others?
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 expectations.

[illegible]