Staff Development Advisory Committee Meeting

Meeting Date:	October 28, 2026
Meeting Start/EndTime:	4:00-5:00 pm
Meeting Location:	Virtual https://stcroixprep-org.zoom.us/j/98068252528?pwd=mWwjfIfWYTbN8pMzKq6d0RbBNuvpWd.1
Members Present:	Nicole Donnay, Eva Groth, Maria Reichow
Other Attendees:	none
Members Absent:	Deanna Thompson Erin Richgels (no longer part of committee)

What is SDAC? The Advisory Staff Development Committee is established to develop a Staff Development Plan and evaluate staff development efforts to support improved student learning. Members are appointed by the school administration at the direction of the school board. The majority of members must be teachers.

Is SDAC required? **Yes, please see policy 425.**

The following may be addressed:
- Scope of Responsibility: ADVISE.
- To provide feedback to the Board and Curriculum and Instruction Team.
- Consensus is not necessary as the Committee is advisory, not a decision-making group.

Membership
- The committee includes teachers, non-teaching staff, parents, and administrators.
- We are seeking 2 teachers from each division (not in the same department or grade level), one administrator (who is not leading the group), one non-teaching staff, and one parent representing each division. People may serve in more than one role, for example you can be a parent and non-teaching staff. We may not have applicants to fill each role.

Attendance

In order to promote cohesiveness and enable all members of the committee to be an informed member, members are encouraged to attend each of the meetings. A committee member who misses three meetings will be contacted to determine if they are still interested in committee membership.

Meetings
The Staff Development Advisory Committee will meet virtually 3-4 times per year. Meetings will be limited, as much as possible, to one hour.

Discussion and Information Sharing
In order to facilitate discussion among all committee members, all members will be asked to limit their comments so as not to prohibit others from speaking. Agendas will be timed so that meetings can be efficient and end on time. If a particular agenda item requires more discussion, an agenda item may be carried over to the next meeting

How do I become a member?
Members are recruited when seats are available through an announcement in the Parent Weekly.

Agenda Item:	**Time**	**Type: (Procedural, Informational, Action)**	**Discussion/Action: (Minutes)**	**Person Responsible:**
Welcome	5:00	Procedural	Welcome	
Staff Development Needs & Priorities	5:02	Informational	• Staff Development survey summary • PD Approvals ○ Review available funding and anticipated professional development expenses	

Current Initiatives & Progress Update	5:15	Informational	• Review initial PD plan
			  ○ Share updates on professional development
			  ○ Share updates on collaboration across grade levels and departments
			  ○ Identify topics & learning opportunities for upcoming staff development days
			• Email staff about session proposals	

			• Discuss methods for collecting and evaluating the effectiveness of professional development	

Action Items & Next Steps	5:30	Informational		
Meeting Dates		Informational	**2026-2027 Meetings:** • Wednesday, October 28th from 4-5 PM • Wednesday, January 27th from 4-5 PM • Wednesday, April 21st from 4-5 PM	If a member cannot attend a meeting, please inform Deanna Thompson.
Adjournment		Procedural		

Oct. PD
Classical Education Conference - Teachers attended a variety of sessions including:
Enhancing student learning through data driven practices & assessments - strategies on how to use data more effectively and discussion on how it applies to Classical teaching
Cultivating mathematical thinkers - discussion and strategies around connecting MN standards to Classical education
Classical Education Foundation and Application - applying instructional techniques to the trivium
Beyond Burnout - strategies for effectively supporting ourselves to seek balance between work and home
Nicole Donnay and Jenna Van Beusekom both led a session - Seminar strategies and Courageous Conversations

Meeting Summary: October 28, 2026

Draft based on the meeting transcript and the Oct. 28 agenda. Review before distributing.

1. Welcome / Committee Membership

- A committee member has stepped down. Leadership will put out a call for a replacement in the staff update, and members will also recruit informally.

2. Staff Development Needs & Priorities

- **Survey and PD approvals:** No change since the last meeting.
- **Funding:** Principals still need to confirm whether PD funds were in their building budgets. At the last Curriculum & Instruction meeting it sounded like they were, which would leave more of the central PD budget available.

3. Current Initiatives & Progress Update

Updates on professional development

- **October PD feedback:** The two days felt disjointed. Several groups were doing different things at once (Neuhaus training, FastBridge, math and social studies curriculum work). Teachers outside those groups were unsure what to work on. Staff in intensive trainings also feel disconnected from the rest of the building, as Lower School and K-12 SPED did during READ Act training two years ago.
- **Classical education conference:** 17 staff attended. The best-attended sessions were *Classical Education Foundation and Application* and *Beyond Burnout*.
    - Idea: use the foundations session to strengthen back-to-school and new-teacher training.
    - Idea: bring burnout and self-care themes back to the whole school, including the framing of “three vocations” (self, family, profession).
- **November PD plan:**
    - AI training, a board directive, with an hour in November and an hour in January. It appears to focus on how teachers can use the school’s AI accounts and resources. Specific objectives were not known at the meeting.
    - Minnesota MTSS rollout with grade-level meetings in all divisions. The three-tier structure is grade-level teams, then a support/SAT team that tracks interventions, then child study, where special education is involved.
    - Continued READ Act training and department/grade-level time.
    - Upper School continues its book study, and Lower School receives the Infinite Campus presentation.
    - January includes the AI follow-up and Infinite Campus demo-site training.
- **AI discussion:** The board is still discussing the AI policy, including student use. The discussion noted that:
    - Staff AI use is encouraged for efficiency but needs careful review of outputs and protection of student data.
    - Students lack the discernment adults have.
    - It will matter that messaging to staff aligns with where the board lands.

- **Implementation fatigue:** Staff are handling FastBridge, MTSS, and a new student information system (Infinite Campus). Leadership raised this at the board meeting. PD time is built in for follow-up on these initiatives, and the new system will need time on every PD day through next year.
    - Suggestion: “go slow to go fast.” Phase rollouts and clarify who needs to know what and when (classroom teachers vs. case managers).

Collaboration across grade levels and departments

- Built into upcoming PD days. Divisions working on different things at once remains a concern.

Topics for upcoming PD days / session proposals

- The strategic plan expects each staff member to present at least once (leadership was unsure if once or twice). Presenters are also needed to cover certain CEU requirements. No one signed up for November because notice was too short.
- A session proposal document lists presentation types (seminar, collaboration, direct instruction, etc.). Proposals are reviewed by leadership before the session.
- Ideas generated:
    - Start session planning early in the fall rather than a few weeks before.
    - Identify PD topics up front from the strategic plan and known needs, such as syllabication strategies.
    - Create a guiding document so principals and PLC leaders can name 3-4 division needs and lead or arrange PD on them.
    - MTSS and FastBridge data will naturally surface topics, such as Tier 2 math interventions and modeling intervention groups. Work sessions could pair staff with a building expert.

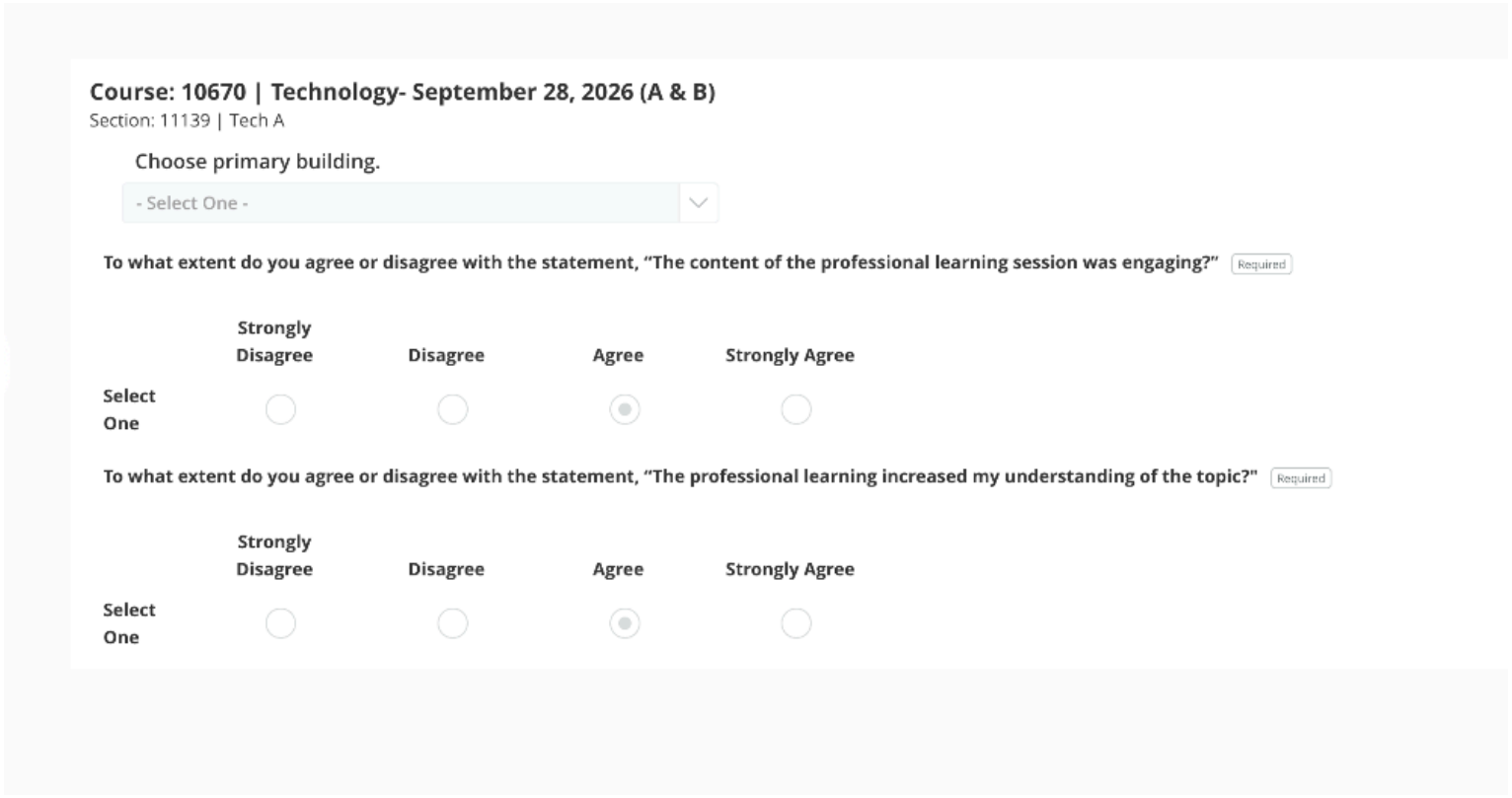
Methods for collecting and evaluating PD effectiveness

- Currently a year-end questionnaire. The goal is quicker feedback after each PD session, which was also identified as a growth area in the board report.
- **Approach:** Start with a short, general Google Form now and move to Frontline next year. Frontline can handle session registration, surveys, and CEU tracking, and compliance training is already there. This would also simplify CEU reporting.
- **Design principles:** Quick, mostly rating-scale items, reflective rather than evaluative (presenters shouldn’t be hurt by feedback), and time given at the end of sessions.
- **Sample questions from another district:** changes you’ll make to your practice, remaining questions, agreement scales on whether the learning supported growth, was engaging, and increased understanding.
- Registration for each session was seen as an added accountability and CEU-validation benefit, but full rollout this year was considered too much for staff.

4. Action Items & Next Steps

Action	Notes
Send out call for a new committee member	Staff update; members to recruit informally
Share the PD session proposal document with the committee	Leadership
Share MTSS data-tracking materials with leadership	Offered by a member; in-person chat to be scheduled
Share the sample post-PD survey questions (screenshots)	Added to the meeting notes and reviewed with leadership
Develop a post-PD feedback form	Google Form now, Frontline next year
Consider a guiding document for principals/PLC leaders to identify division PD needs	Idea raised, no owner assigned
Identify PD topics from the strategic plan and ask staff to plan sessions earlier	Proposed, not yet formalized
Confirm with principals whether PD funds are in building budgets	Carried over
Share AI training details once finalized	Pending
Send out meeting notes after review	Notes to be summarized and distributed

Examples for PD evaluation from staff -



Course: 10670 | Technology- September 28, 2026 (A & B)
Section: 11139 | Tech A

Choose primary building.

- Select One -

To what extent do you agree or disagree with the statement, "The content of the professional learning session was engaging?" Required

	Strongly Disagree	Disagree	Agree	Strongly Agree
Select One	○	○	◉	○

To what extent do you agree or disagree with the statement, "The professional learning increased my understanding of the topic?" Required

	Strongly Disagree	Disagree	Agree	Strongly Agree
Select One	○	○	◉	○

To what extent do you agree or disagree with the statement: "Today's professional learning supported my professional growth as an educator in ISD 834." Required

	Strongly Disagree	Disagree	Agree	Strongly Agree
Select One	○	○	◉	○

What changes in your professional practices do you commit to making based on today's learning? Required

Use the notebook to create books for students.

What questions do you have that still need to be addressed? Required

continue to figure out how we can maximize our time.