

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, April 2, 2024

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **Action Items - Consent Agenda**
 - A. Resolutions
 - B. Other Action Items
4. **AGENDA ITEMS**
 - A. Informational Items
 - 1) Presentations
 - a. RFP'S, BIDS, and QUOTES 2
 - b. FY25 BUDGET OVERVIEW 8
 - c. 2024-2025 STAFFING FORECASTING/HIRING TIMELINES 16
5. **Presentation Items Requiring Approval**
 - A. HEAD START 23
6. **Presentations Continued - Informational**
 - A. PLC UPDATE 40
7. **Other**
8. **ADJOURN**

COW Agenda Cover Sheet

Meeting Date: April 2, 2024

Topic: Fy 25 Budget timeline and overview

Presenter(s): Simone Zunich: Exec Director of Business Presentation (presentation)

Attachment (yes or no): PowerPoint

Brief Summary of Presentation or Topic (no more than a few sentences):

A short summary of our Fy 25 budget timeline and overview.

Purchasing Protocol

Presented to the Committee of the Whole
Tuesday, April 2, 2024

Procurement Procedures for a Purchase Order

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1. After it is determined that an item is needed and is approved for purchase, an email with the item information is submitted to the department clerical.
2. The clerical then creates a purchase requisition with the appropriate budget code that is submitted for proper approval depending on the amount.
3. Once it is approved, it's processed by the Purchasing Coordinator and emailed to the vendor and requisitioner.
4. When the item is received in-house the requisitioner makes note so when Accounts Payable receives the invoice and asks if they can pay it, they can answer appropriately. If such email is received from AP and the items have not arrived in-house, they do not respond to pay it.

Procurement Procedure for Contracts

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- The decision to use a bid, quote, or RFP for contracts is determined by the *Uniform Municipal Contracting Law* based on the dollar amount.

\$25,000 or less - Open market of at least two quotes (when practical)

\$25,000 - \$175,000 - Sealed bids or direct negotiation, two quotes or more whenever possible

Over \$175,000 - Sealed bids, must be advertised publicly and subject to specialized requirements of the governmental subdivision

Procurement Procedure for Contracts

- After the criteria is determined and quotes or the opening of the sealed bids are obtained, a decision is made based on best price and what requirements are met.
- Based on the dollar amount, the awarded company is notified and rejection letters are sent or a letter of memorandum is written to present to the school board for approval signature, date, stamped.
- All information is on file in the Office of Purchasing

Questions | Comments | Concerns?

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Thank you!

COW Agenda Cover Sheet

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Topic: Fy 25 Budget timeline and overview

Presenter(s): Simone Zunich: Exec Director of Business Presentation (presentation)

Attachment (yes or no): PowerPoint

Brief Summary of Presentation or Topic (no more than a few sentences):

A short summary of our Fy 25 budget timeline and overview.

FY25 Budget *Timeline & Impact Overview*

Committee of the Whole
April 2, 2024



The purpose of tonight's meeting is to provide a high level overview of the budgeting process and the multiple opportunities for board input and discussion prior to final adoption of the FY25 budget in June.

Objectives:

- Examine the current context of our budget decision making
- Share timeline, analysis and impact of the proposed FY25 budget
- Provide a high level overview of the key factors that impact our budget
- Review the timeline of future board actions

How we got here

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- We've had ESSER (Federal COVID-19) funding for the last few years in order to respond to the pandemic. Those funds will not be available after FY24.
- Significant recent state education funding has helped immensely, but it's not enough to both makeup for decades of underfunding and to cover increased Duluth Public Schools' operating costs. Minnesota districts are also facing unfunded mandates which increases financial obligations to the school budget.
- The cost of nearly all expenses have increased -- salaries, benefits, utilities, transportation, food, and contracted services.

Overview of Budgeting Process

Timeline	Analysis	Impact
<p>FY25 budget will reflect the phasing out of ESSER funding. Also, FY24 is a contract negotiation year, meaning we need to apply these financial implications to the FY25 budget.</p> <p>To balance the budget, the process is being analyzed by administration for discussion and presentation to the School Board. Senior Leaders met on March 18 for an intensive overview of the FY25 budget to review potential budget adjustments in order to balance the budget.</p>	<p>Strategic analysis of daily operations such as programming, contracted services and the use of assigned fund balance will be necessary to balance the FY25 budget.</p> <p>Assigned fund balance transfers will be brought to the School Board for approval.</p>	<p>The budget team is working diligently to minimize the impact on schools and students for FY25.</p> <p>However, for FY26, the impact will be greater and a timeline will be presented before June 30, 2024 to keep all stakeholders aware of the process and overall impact.</p>

Initial Forecasting: High Level Overview

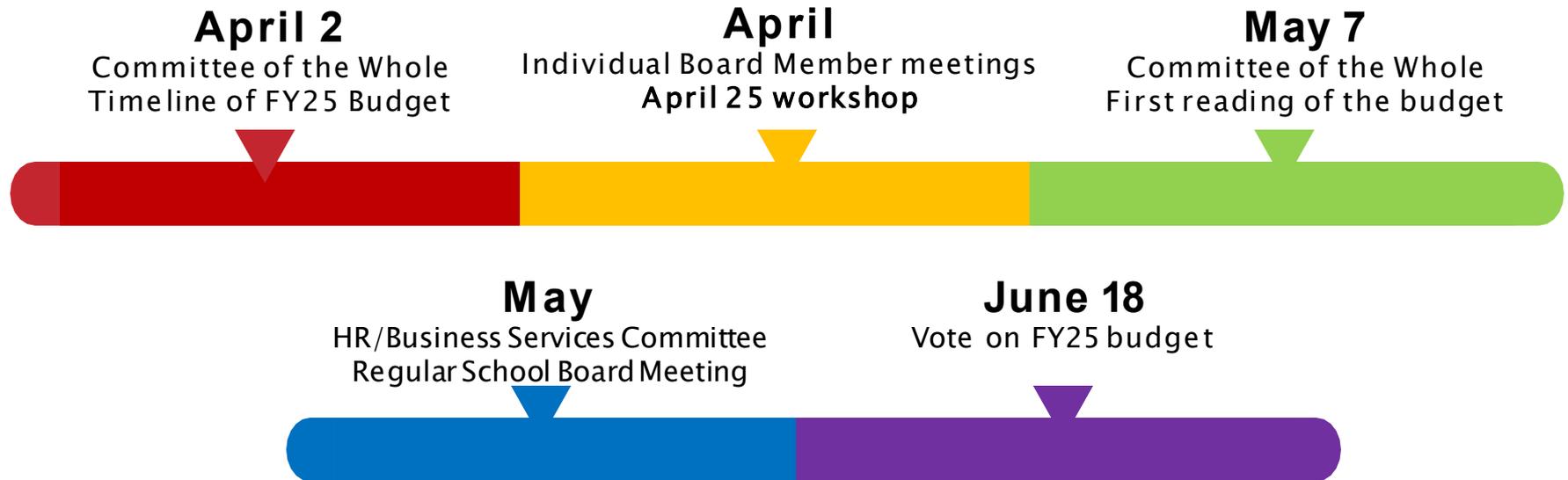
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<p>Review of Enrollment</p> <p>Potential decline in enrollment (100 ADM) is forecasted annually for the next five years</p>	<p>Basic formula increase of 2% + inflation capped at 3%</p> <p>Compensatory aid remains consistent with FY24</p>
<p>Special Education Cross Subsidy increase of 4% from FY24</p> <p>Title aid remains under review with a potential of 1.5% increase over FY24</p>	<p>Child Nutrition</p> <p>FY25 continues to serve free breakfast and lunch to all students</p>

Future Board budget discussions and actions

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We look forward to continuing to discuss the proposed budget with the Finance Committee and School Board on:



Questions?

COW Agenda Cover Sheet

Meeting Date: Apr 2, 2024

Topic: 2024-2025 Staffing Forecast/Hiring Timelines

Presenter(s): Theresa Severance, Executive Director of Human Resources and Operations

Attachment (yes or no): Yes

Brief Summary of Presentation or Topic (no more than a few sentences): This presentation will provide an update of our staffing forecast and hiring timelines for the 2024-2025 school year. We will present general information on process and current staffing statistics.

2024-2025 Staffing Forecast/Hiring Timelines

*Improving Systems-Progress Monitoring
Committee of the Whole*

April 2, 2024



Our Vision

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The Duluth Public Schools Recruitment and Retention Plan will serve as the strategic blueprint for recruiting, hiring and retaining quality employees in the Duluth Public School District.

It is a yearly process of attracting, developing, supporting and retaining highly qualified teachers and support staff at schools and across the district.

Staffing Process

- Meet with Key Leaders to review current staff lists
- Utilize projections for future personnel needs based on student growth, replacements, and retirements
- Consider financial constraints as they apply to future personnel needs
- Use a cooperative approach and include other administrators (e.g., directors, principals) as appropriate in making staff decisions.

Staffing Timelines

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- January 18, 2024 Assignment and Transfer QLT meeting
- February 16, 2024 ESSER Displacements given (42)
- February 27, 2024 Principal Staffing Meetings started
- March 1, 2024 ESSER Replacement positions posted (28)
 - postings every Friday thereafter
 - 71 positions posted and 32 positions filled to date
- March 18, 2024 All other Displacements given (49)
 - 24 hour postings, Out of Field Placements, Temporary positions, Long Term Substitutes, Tier 1 Licensure
- April 22, 2024 Second Round of Principal Staffing Meeting start

Staffing Resources

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- Competitive Hiring Timelines
- Attend job fairs/recruitment events
 - April 1, 2024 Shakopee Hiring Fair
- Increase job posting locations, Utilize Social Media
- Updated, abbreviated, job specific application process
- Clear Recruitment Materials
- Diverse screening and interview teams

Questions?

COW Agenda Cover Sheet

Meeting Date: April 2, 2024

Topic: Head Start

Presenter(s): Sherry Williams

Attachment (yes):

[Self Assessment](#)

[Federal Head Start Grant Overview](#)

[Transportation Waiver](#)

Brief Summary of Presentation or Topic (no more than a few sentences):

Head Start Self Assessment: An analysis of the 2022-2023 program year with recommendations for continuous improvement

Head Start Federal Grant: An overview of the Head Start Continuation Grant that will be submitted by April 26, 2024

Head Start Transportation Waiver: An annual waiver to allow Head Start 4 year olds to ride K-5 buses to and from school.

Self Assessment Report 2024

A series of meetings were held in the fall and winter of 2023 to look at our program systems and goals to determine how well our Head Start program is meeting both performance standards and making progress toward our identified goals.

Performance Standards are reflected upon by each coordinator in their given area and strengths and weaknesses are identified.

For each grant goal, including School Readiness, a separate meeting inviting select staff, parents and community members was conducted and a series of meaningful questions are asked to provide our program with insights on what next steps might be taken to strengthen the identified goal area.

Results of these meetings are shared with the Planning Team and Policy Council before a final report is written. From the final report an action plan for the following year is created identifying five action steps to focus on in the following year.

Systems and Compliance

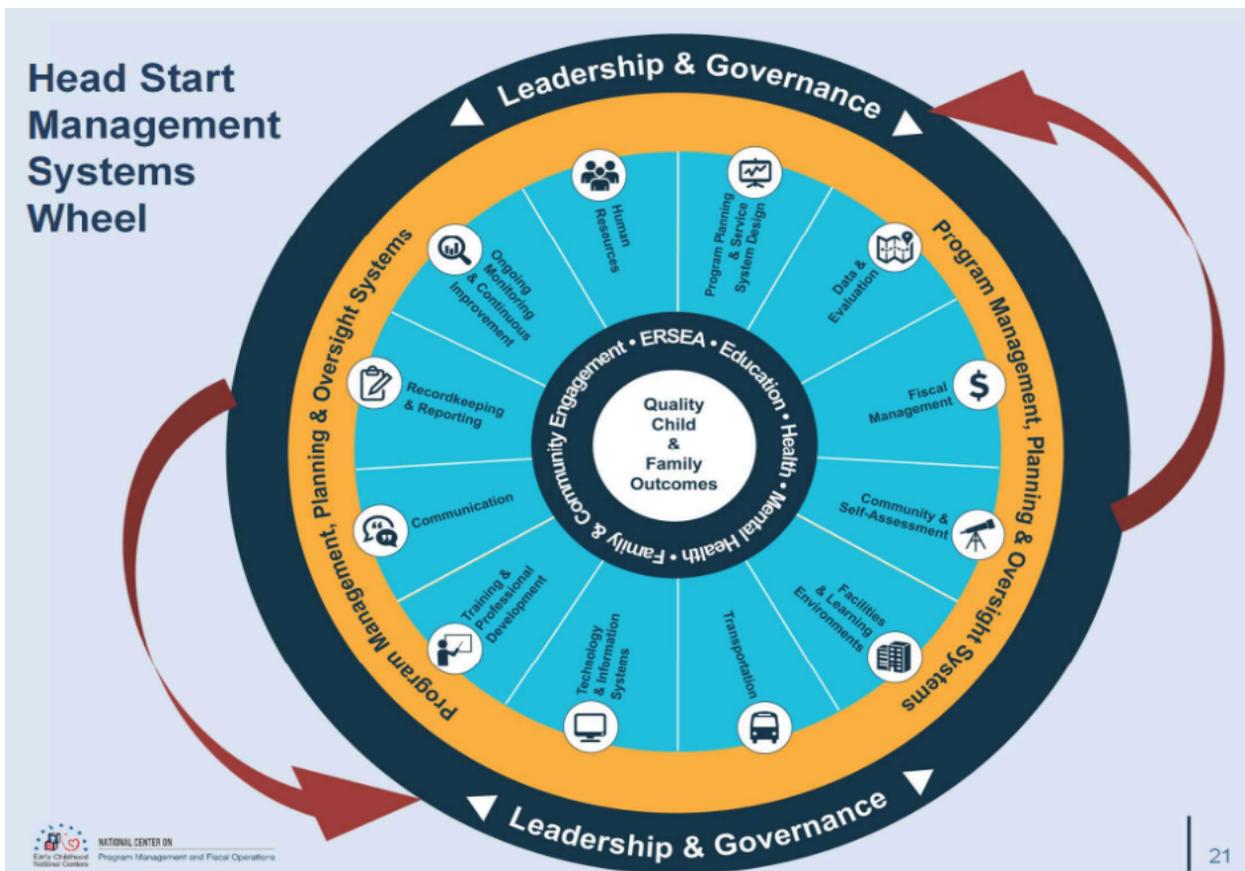
We looked closely at our Enrollment and Recruitment Systems due to our status of being under enrolled. We wanted to make sure that our own processes weren't limiting families' access to our programs. Based upon this information, we created action plans for both Enrollment and Recruitment.

We have maintained 90% enrollment for most of the program year. Limitations include extremely high needs in classrooms creating environments that feel unsafe for staff. While we have maintained full staffing within our classrooms, we have had vacancies in positions designed to give an additional layer of support in classrooms (float paraprofessionals, ECSE paraprofessionals).

Safe Delivery of Preschool Students has been successfully implemented this year despite many challenges faced by our transportation department. Students were only dropped off with adults authorized by parents to receive children and bus concern forms were utilized by parents, staff, and drivers if things were not going as planned.

Internal monitoring has provided evidence that active supervision is in place at all sites and that classrooms are implementing both Creative Curriculum and the Pyramid Model to fidelity.

Better aligning our systems with the Head Start Management Wheel is one thing we would like to add to the monitoring system. Planning regular meetings with the school district departments identified in the wheel would help us better understand and be understood by departments that operate almost entirely from the perspective of a K-12 school district.



Progress toward goals

I. School Readiness

To align with Duluth Public School’s World’s Best Workforce Plan, our overall school readiness goals are worded similarly to others found in this plan.

2022-2023 Goal: By Spring of 2023, 85% of 4 year old children who participate in Duluth Public Schools preschool programs will score within the “End of the Year Before Kindergarten Range” in 4 out of 5 domains as measured by the Desired Results Developmental Profile. Domains include Approaches to Learning, Social & Emotional Development, Language & Literacy, Cognition, and Physical Development. Growth across all demographic groups will be monitored.

Percent of Students Who Scored within the End of the Year Before Kindergarten Range in 4 of 5 Domains	2022-2023
All students	84.75
American Indian	92
Asian	>98
Hispanic or Latino	84.25
Native Hawaiian or Pacific Islander	*
Other Indigenous Peoples	*
Black or African American	79
White	90
Two or More Races	79
English Learner	>98
Special Education	72.5
Free/Reduced Priced Meals	86.25

II. Grant Goal: High Quality Inclusive Classrooms: Navigating Trauma through Collaboration with Early Childhood Special Education.

We engage in Professional Learning Communities with Early Childhood Special Education. PLCs this year have been happening at sites with teams that selected a program wide goal to work toward. We identified goals in the areas of reading, math, and social-emotional development.

By May of 2024

- 77% of children will increasingly develop strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.
- 85% of children will show an increasing awareness of all the sounds that make up language (phonological awareness), including the ability to manipulate them in language
- 90% of children will show an increasing ability to add and subtract small quantities of numbers

*as measured by the Desired Results Developmental Profile

Our program also identified a goal both derived from and measured by the Pyramid model.

Using indicator 33: Individualized intensive interventions will be provided to all teaching staff and used by staff to reduce aggressive behaviors from 50% of all Behavior Incident Reports to 40% of all Behavior Incident Reports by May of 2024.

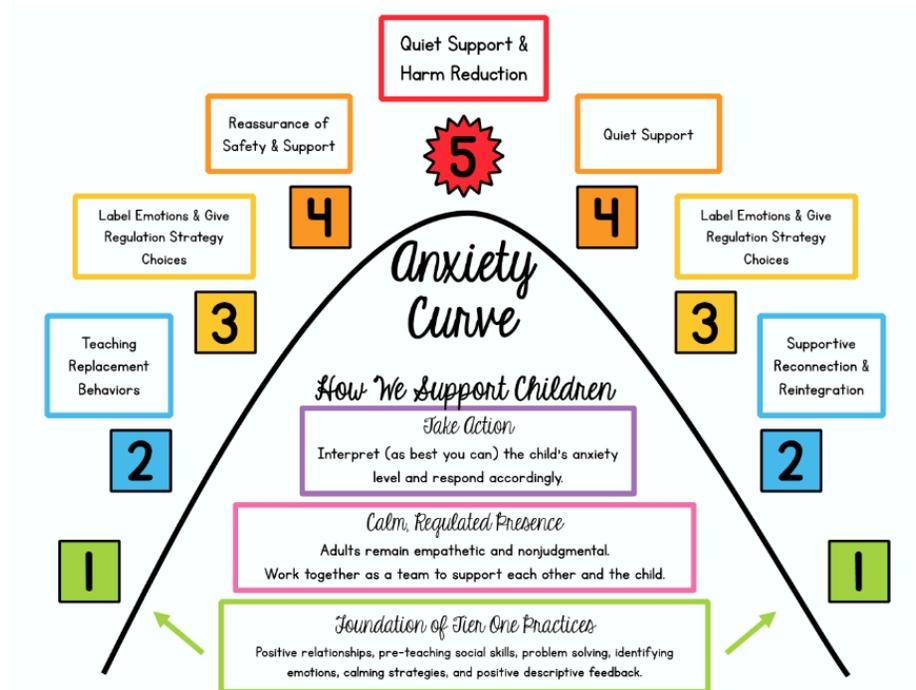
This goal specifically targets what we have referred to as the INGS: Hitting, Biting, Kicking, Throwing, and Spitting. Last year we had 1,039 incidents involving those behaviors in our classrooms. It was the first year we had reliable data that spanned the entire school year.

Family Advocates are working to increase connections between families from 10% to 30% and the use of Ready Rosie, our research based Parent Education curriculum with messages delivered via text, from 10% to 30% as measured by Parent Survey.

PLC groups are meeting regularly and have expressed how beneficial it is to spend some time reflecting on challenges together and then to work on ideas to help move the dial forward on the selected goal. We look forward to seeing results at the end of the year.

Other topics this Self Assessment team discussed are how to best support staff when significant challenging behaviors are happening in classrooms. Having ECSE staff and our Mental Health staff in classrooms to model language and strategies was identified as the most beneficial response in a staff survey.

Our Pyramid Implementation team has also created program wide Professional Development describing how to best support children at various points along the Anxiety Curve.



The PD created has been so well received, we plan on answering the Call for Presenters for next year's National Head Start Association Conference to present it to colleagues from across the country.

Capacity

One major concern for our program is the sheer number of students on IEPs. We recognize this as a community need. We know that our program does very well with this group, however the need to have typically developing students is a major component of a high quality inclusive classroom, which leads to regular conversations about how best to navigate this situation. It is a conversation built on the word CAPACITY.

Early Childhood Mental Health Focus Group

Having had a 47% increase in Mental Health Referrals in the 2022-23 school year, we held an Early Childhood Mental Health Focus Group and invited community experts including staff from Amberwing, Northwoods, the Northland Foundation, and district staff from a variety of departments. One common theme expressed was the importance of parent education and support. When children's mental health is suffering it is often because their family is struggling. This parent-child dyad is where energy must be focused to have the highest impact. We are still working our way through recommendations based upon this focus group, but we felt a need to let our community know the changes we have seen. The higher number of referrals has again occurred this year, with 47 children being referred for therapeutic services outside our program. For children with the most serious behavioral concerns, there are 8 spots available at Northwoods Little Learners program for preschool children who are not able to be successful in a typical preschool program. Those 8 spots have been full since December, so there is virtually nowhere for families to turn when their children need intensive support due to severe behavioral needs. This remains an unmet community need.

III. Grant Goal: Walking the Talk of Equity

Oshki-Inwewin, our preschool with a focus on Ojibwe language and culture continues to draw families from across the district. Families are pleased with this option that let's families know we see and honor the culture they come from. We have expanded some Ojibwe language into all of our classrooms and are providing some nutrition experiences including wild rice and maple sugar, which lend themselves well to discussing traditional Ojibwe culture.

While we feel we have been responsive to the Native American community, we can't help but ask ourselves what are we doing to recognize and honor Black culture in our program?

We continue to work to make connections within communities of color to best support and encourage family connections to these same organizations.

Increasing Representation

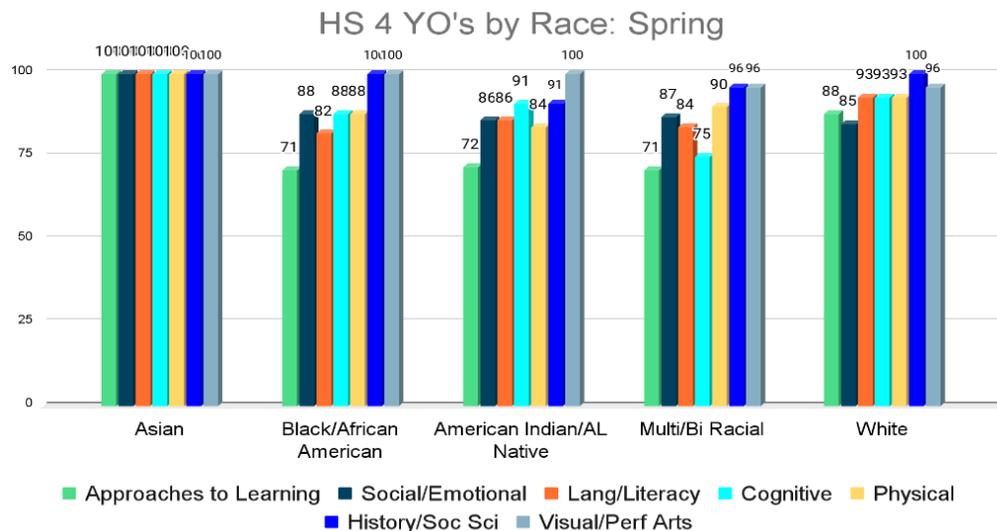
Our BIPOC Artist in Residence program has provided 10 weeks of art in most full day classrooms providing classrooms with experiences led by people of color. This was one way to increase representation of people of color in our classrooms.

We are also working on a staff recruitment video as we anticipate 2 teaching positions to open this year due to retirements. We see this as an opportunity to diversify our staff.

Closing Opportunity Gaps: We continue to close opportunity gaps with nature based programming, streamlined scholarships to the Duluth Children’s Museum, and Safety Around Water classes for 4 classes each fall at the YMCA. This partnership also provides us with Day Passes for every Head Start family.

In two Self Assessment meetings the idea of swim lessons for parents came up. Statistically, people of color are more likely to drown because they have not had access to swim lessons. The YMCA has agreed to offer swim lessons for Head Start parents next year, with childcare provided.

Achievement Data by Race



Anti-racist Book Club: 8 people participated in last year’s book club where the book, “White Fragility: Why it’s so Hard for White People to Talk About Racism” by Robin Diangelo was read and discussed. This year’s title will be “My Grandmother’s Hands”. Our Inclusion Coordinator

began offering these book studies to only preschool staff, but this year she is offering the class to any interested teacher. She

IV. Grant Goal: Fostering Resilience with a Focus on Health, Wellness, and Safety

Nature Based programming and our partnership with the YMCA discussed previously also impact this grant goal.

Providing staff and parents with wellness opportunities have become the focus of this grant goal. Intentionally including connection and fun into staff meetings, and providing staff with opportunities to connect outside of the work day has been key to this grant goal. Our Health and Wellness Committee provides opportunities for social connection, creative experiences, and monthly health challenges. Last year, up to 24 staff participated in monthly wellness challenges, up to 35 people attended Social Club, and up to 18 staff participated in craft events. We also had up to 8 staff participate in the Yoga club.

Health Data: At the end of the year last year 87% of children were up to date on Dental exams, 83% were up to date on Well Child Checks, and 100% were up to date on Immunizations.

Safe Delivery of Preschool Students (Transportation): Last year we had an unsafe incident where a child was dropped off without an adult present. This was reported to the Office of Head Start and resulted in a Deficiency for our program. Since implementing the Safe Delivery of Preschool Students Plan, we have seen bus drivers following the protocol and feel that despite the transportation department being understaffed, our children were safe on buses.

Safety in Classrooms where student aggression is prevalent:

All staff are trained in

- CPI (Crisis Prevention Interventions)
- Circle of Security (attachment parenting with a classroom angle)
- Pyramid Model (which includes access to a Practice Based Coach)

We have on staff:

- 1.75 FTE social workers in our program who are available to model and support interventions

- Float paraprofessional that can provide extra classrooms support or cover absences

Preschool Support Team: consisting of Ed Coordinator, Inclusion Coordinator, Mental Health Coordinator, and Director will come and meet with any team requesting support for how to navigate challenging behaviors.

A. Self Assessment Area: Parent Family and Community Engagement

Four Family Advocates attended a national conference on Parent, Family, and Community Engagement this year to connect with each other and to be inspired by other Head Start programs' success stories for how to re-engage families following the pandemic.

Since then, they have provided opportunities for families to connect at City Wide events at the Zoo, Bayfront Park, and school sites. We have targeted Father and Father Figures for events at the YMCA, the North Shore Scenic Railroad.

Family Advocates more commonly work with individual families helping people find their way through crises, connecting them to community services, and helping parents set goals and take steps toward them.

Utilizing the Parent, Family and Community Engagement tool to target a goal area would help to narrow the focus of efforts and fortify use of the tool itself, as well as the data collection associated with the tool.

B. Eligibility, Recruitment, Selection, Enrollment, Attendance

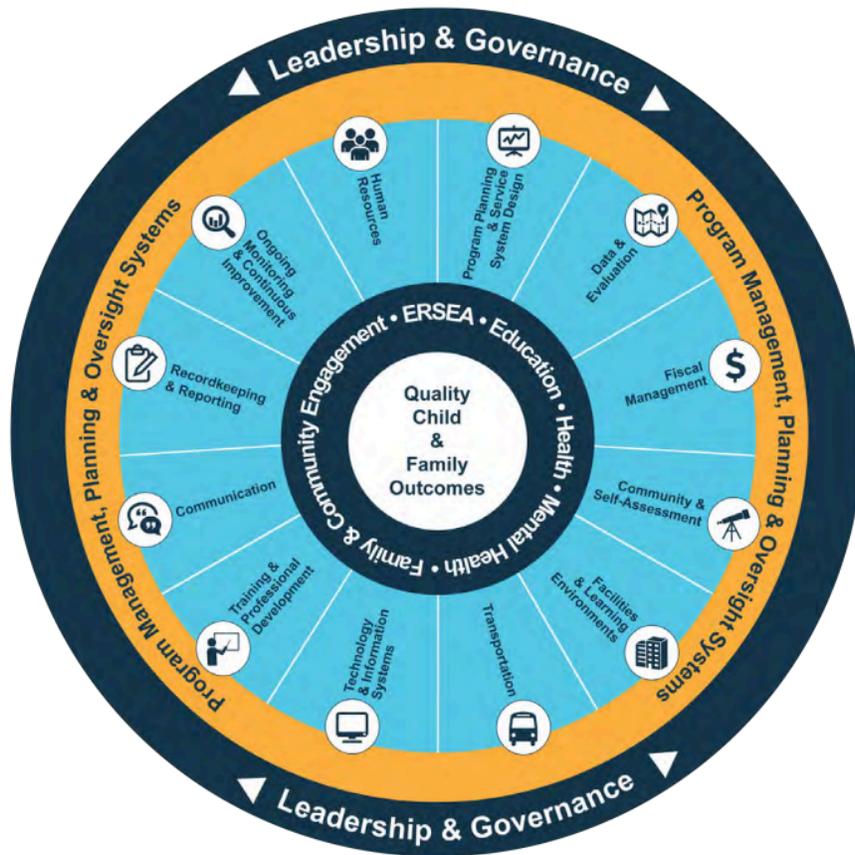
Our program has been under enrolled since the pandemic. This has had us placed on an Under Enrollment Plan by the Office of Head Start. Last year, Head Start enrollment suffered primarily because our half day programs were not filling. We converted two of those half day programs to full days and have been at 90% enrolled for most of this school year. We have not reached 100% because teachers are struggling with challenging behaviors in the classroom and asking us to hold off on adding new students. Safety of staff and students are considerations, as well as staff retention. In response to this we have increased the hours of our second Mental Health Coordinator by 25%. Currently we have one full time and one .75 Social Workers working in our

program. Both have the necessary credentials to provide therapy to children below the age of five.

We have also done a deep dive into our Enrollment and Recruitment processes to make sure that our own systems were not part of the issue. We found places where improvements could be made and we created action plans for both of those areas.

Recommended Course Corrections and Continuous Quality Improvement

1. We will fully blend all funding streams to better balance classrooms and offer more families served by Duluth Preschool the most desirable option: full day, five day.
2. We will work closely with the Early Childhood Special Education Department to provide services to children in a variety of program options.
3. We will increase the capacity of Family Advocates to collect and use data on progress in all seven of the Family Engagement Outcomes (family well-being, positive parent-child relationships, families as lifelong learners, family engagement in transitions, family connections to peers and community, and families as advocates and leaders)
4. We will systematically dive deeper into the Head Start Management Wheel, prioritizing Human Resources in the coming year. With new training offered from the National Head Start Association, we feel we can improve orientation and onboarding of new staff.
5. We will provide swim lessons for Head Start parents at the YMCA, with childcare provided.



This 2023-2024 Self Assessment Plan has been presented and approved by the Head Start Governing Board and the Head Start Policy Council.

Jill Lofald, School Board Chair

Scott Longaker, Policy Council Chair

**Duluth Public Schools Federal Head Start Continuation Grant
Fiscal Year 2024**

Funding Type	Federal Head Start
Program Operations	\$2,776,288
Training and Technical Assistance	\$28,958
Federal Funded Enrollment	190
Total Funding	\$2,776,288

This is year four of a five year grant cycle.

Broad Goals remain:

- 1. High Quality Inclusion: Navigating Trauma**
 - a. Partnership with Early Childhood Special Education
- 2. Walking the Talk of Equity**
 - a. Oshki-Inwewin: A classroom that infuses curriculum with Ojibwe language and culture. Some language and experiences have extended to all classrooms.
 - b. Closing Opportunity Gaps
 - i. Nature Play
 - ii. Safety Around Water classes
 - iii. Streamlined scholarships to Duluth Children’s Museum and the YMCA
 - iv. Family Day passes to the YMCA
 - c. Antiracist Book Study for Teachers offered through News and Views
- 3. Fostering Resilience with a Focus on Health and Wellness**
 - a. Nature Play
 - b. YMCA partnership
 - c. Health and Wellness Challenges for Staff and Families
 - d. New next year: Adult swim lessons for Head Start parents

Differences between this year’s and last year’s Continuation Grant:

We will be:

- Shifting some programming to better meet the needs of our community
- Full blending of VPK with Head Start/School Readiness classrooms to provide a uniform classroom experience and duration (5 days per week). Tuition will be charged for hours over and above the VPK minimum. Scholarships are available to help cover the cost of tuition and a sliding scale will be used.

By signing below, you are indicating that this Federal Head Start Continuation Grant has been shared and approved by the Head Start Governing Board and Parent Policy Council.

Jill Lofald, School Board Chair

Scott Longaker, Policy Council Chair



Transportation Waiver for Duluth Head Start FY 2025

- Voluntary PreK is required to provide transportation to and from school for 4 year olds
- Due to this, we are asking that 4 year old Head Start children also be allowed to ride the bus to and from school. We know transportation can be a significant barrier to accessing preschool for families experiencing poverty.
- We are asking to waive the following Head Start regulations:
 - Restraints 1303.71(d) and 1303.72(a)(1)
 - Monitors 1303.72(a)(4)
- Our Parent Policy Council supports this plan contingent on maintaining the following safety provisions:
 - Preschool children will wear reflective vests making them highly visible to the bus drivers and other staff, both to and from school
 - Preschool children will sit in seats closest to the driver
 - An adult must meet the children at the bus door at drop off, and must bring the child to the bus door at pick up. We encourage parents to establish communication with the driver.
 - Unfamiliar designated adults must present an ID to the bus driver when picking up a child from the bus.
 - All Head Start children must participate in a bus safety presentation on the first day of school.
 - Riding the bus is voluntary, so parents may choose to self transport if they prefer.
 - The number of four year olds varies from year to year, but on average, 80 preschool children ride the bus on any given day.

We appreciate your commitment to removing barriers for children whose families are experiencing poverty by safely getting preschool children to and from school. We know establishing patterns of regular attendance is very important for school success, and we can directly correlate transportation increased attendance.

By signing below, you are acknowledging that this waiver has been approved.

Jill Lofald, School Board Chair

Scott Longaker, Policy Council Chair

COW Agenda Cover Sheet

Meeting Date: April 2, 2024

Topic: Supporting Every Student - PLC Update

Presenter(s): Brenda Spartz

Attachment (yes or no): PowerPoint

Brief Summary of Presentation or Topic (no more than a few sentences):

Providing updates on District PLC Committee work and progress along with sharing the plan for scheduled district lead PLCs, site based PLCs, staff meetings, and Continuous Improvement Teams.

PLC Update



Committee of the Whole
April 2, 2024

What is a PLC?

PLC stands for “**professional learning community**”.

- A group of educators that consistently meets to focus on various elements of instruction and student learning.

The “Big Ideas” of PLCs:

- Focus on Learning
- A Culture of Collaboration and Collective Responsibility
- Results Orientation

4 critical questions drive the work of PLCs:

1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?



District PLC Journey 2023/2024

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August 8, 2023: #1 Full Committee Meeting

- Central office & DFT members (~30 staff members)
- Developed a “why”; identify current reality; next steps moving forward

Committee Requests:

- Common forms, structure, and process district-wide
- Central office to update/revise PLC Handbook and put together a common agenda
- Ensure time for PLC honored

August 29, 2023: Connecting Priority Work

- Virtual presentation on PLC work (Jen and Brenda)
- Connecting Strategic Roadmap, PLC, Teacher Clarity



District PLC Journey 2023/2024

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September 27, 2023: #2 Full Committee Meeting

- Shared updated PLC Handbook 23/24
- Shared common district-wide “PLC Hub” tool

Follow Up:

- Continue with new and updated handbook/Hub
- Follow up mid-year for review

November 29, 2023: Moving Forward Discussion

- Reps from district admin and DFT
- Reviewed meetings, documents
- Discussed next steps

Follow Up:

- Set up full committee meeting for January 2024
- Brenda and Ethan met 12/13/23 to set agenda for 1/17/24



District PLC Journey 2023/2024

January 17, 2024: #3 Full Committee Meeting

- Reviewed TDE PLC language; 4 PLC questions and expected work
- Review handbook revisions and new common agenda

Follow Up:

- Elementary and secondary members should meet separately as needs at each level are very different

February 2024: Focused PLC Meetings

- **Secondary PLC Committee:** Discussed secondary needs; revised PLC Handbook
- **Elementary PLC Committee:** Discussed elem needs; reviewed handbook; CIT communication

Follow Up:

- Set up April 2024 Meeting to finalize PLC Handbook
- 2024/2025 plans/schedules



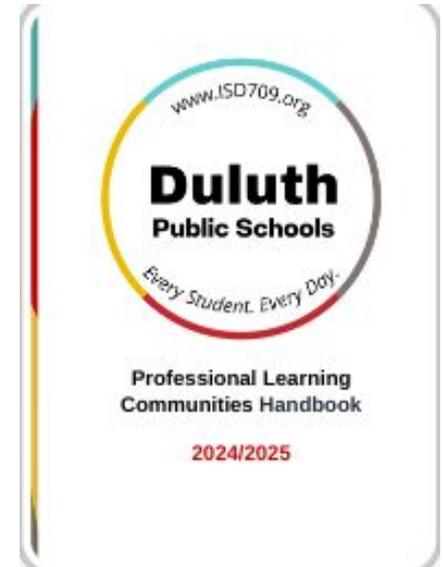
PLC Handbook 2024/2025

Purpose

Provide consistent district-wide guidance for Site PLCs

Contents

- Define, Commitments, Big Ideas
- Let's Get Started
 - Membership, Norms, Roles, Goals
- "The Right Work"
 - Rubrics
 - Teacher Clarity
 - Critical Issues for Team Consideration
- PLC Hub
- Contact Information



Forms

"Big Ideas" of PLC Work

Big Idea #1: A Focus on Learning

We work together to ensure every student has the opportunity to reach a high level of growth and proficiency.

We ensure all educators are building shared knowledge of effective instructional practices through job-embedded learning.

Big Idea #2: A Culture of Collaboration and Collective Responsibility

We employ a collaborative system and process.

We work interdependently building common knowledge and skills to achieve shared goals.

We take collective responsibility and hold each other mutually accountable.

Big Idea #3: A Results Orientation

We are reflective educators constantly seeking evidence of effectiveness in practices and achievements.

We analyze everything we do based on the impact to students' learning.

The "Right Work" of a PLC

The purpose of collaboration - to help more students achieve at higher levels - can only be accomplished if the professionals engage in collaboration focused on the "right work".

Four critical questions from both the teacher and student perspective focus the team's efforts on the "right work".

Four Critical Questions of Learning

KNOW

Teacher Perspective
What is it we want our student to know and be able to do?

Student Perspective
What should I know and be able to do?

SHOW

Teacher Perspective
How will we know if each student has learned it?

Student Perspective
How will I show I learned it?

GROW

Teacher Perspective
How will we respond when some students do not learn it?

Student Perspective
What should I do if I have not learned it?

GLOW

Teacher Perspective
How will we extend learning for students who demonstrate proficiency?

Student Perspective
What should I do if I already learned it?

Team Norms: Recommendation

When Establishing Norms, Consider:	Purposeful Norm
Team <ul style="list-style-type: none"> Who is on the team? Who has a presence and will be used? Who will not be on the team? 	
Listening <ul style="list-style-type: none"> How will we encourage listening? How will we encourage listening? 	
Confidentiality <ul style="list-style-type: none"> Who do we trust with our work? Who will not be given our knowledge or work information? Who will not be able to share our work? 	
Decision-Making <ul style="list-style-type: none"> How will we make decisions? Who will not be allowed to give us their thinking/feelings? Who will not be allowed to give us their opinion? How will we deal with our differences? 	
Feedback <ul style="list-style-type: none"> How will we encourage our colleagues to give us feedback? Who will not be allowed to give us feedback? 	
Equity <ul style="list-style-type: none"> Who will not be given the same opportunity? Who will not be given the same opportunity? 	

Adapted from www.pearson.com/learning-technology/9780132827071

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Let's Get Started...

Establish

- Membership
- Norms
- Roles
- Goals
- "The Right Work"

PLC best practice icon

When you see this icon in the handbook, it means there is an item for the team that is aligned to "PLC best practice" and is aligned to the PLC Hub Dashboard.

"Those who develop systematic practices do not hope things happen a certain way; they create specific structures to ensure certain steps are taken" (Lanning by Deing, p. 60)

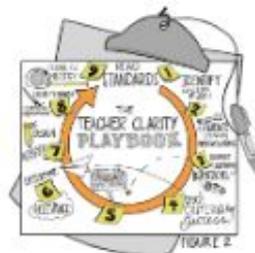
Guidance

Resources

Teacher Clarity

Teacher Clarity Modules

- For easy reference, all Teacher Clarity modules, information, and links are included in each team's PLC Hub on the left-hand tabs.



PLC Hub 2024/2025

Purpose

Provide consistent district-wide documentation for Site PLCs

Contents

- PLC Dashboard
 - Membership, Norms, Roles, Goals
- Resources
 - PLC Handbook
 - Teacher Clarity
 - Curriculum
 - PLC Schedules
- Guiding Questions
- Agendas
 - One tab for every month with agendas for each week
 - Sept 2024 - May 2025



PLC Dashboard		
PLC Team Name		
Member Names		
Meeting Logistics	Location	
	Start Time	
	End Time	
Team Norms	Time	
	Listening	
	Confidentiality	
	Decision Making	
	Expectation	
Team Roles	Facilitator	
	Recorder	
	Timekeeper	
	Reporter	
	Other	
	Other	
Team SMART Goal(s)		
Resources <small>(Link resources including links to District docs and MN Standards)</small>	MDE	MDE Academic Standards K-12
	Handbook	PLC Handbook 2024/2025
	TC Site	Teacher Clarity Module Site
	District	District Curriculum Resources
	TC Resources	Teacher Clarity Resources 2023/2024
	Other	
	Other	

PLC Hub Dashboard

Weekly Agendas

Week of January 13			
Date	This Week's Focus Work		
Members Present:			
Topic(s)		Discussion(s) / Decision(s)	
Lingering Questions		Housekeeping	
Action Items / Next Steps			
Action Item	Person Responsible	Due Date	Completion Status

PLC Guiding Questions

PLC Guiding Questions (DuFour Questions & Teacher Clarity Alignment)	
What is it we want our students to know and be able to do?	
Standards	What standards are being discussed/analyzed today?
	How do the standard(s) [and learning target(s)] relate to the ongoing work of your classroom?
Learning Progressions	What underlying prior knowledge must students possess in order to reliably learn?
	How might the concepts and skills within a standard be sequenced in a logical way to maximize learning?
Learning Intentions	What upcoming learning intentions (targets) will be communicated with students and how will you ensure students know and understand the intended learning?
	How are the standard(s) and learning intentions (targets) communicated and made accessible to all students?
	How will students communicate their understanding about what they are learning and why they are learning it?
Success Criteria	What are the success criteria associated with the learning targets (intentions)?
	How will you share success criteria with students in a way that they can assess their

Elementary Schedule

After School Meetings

2024/2025

D-PLC = District/Administrative Directed PLCs

S-PLC = School Directed PLCs

SM = School Staff Meetings

CIT = School Continuous Improvement Teams



Week of...	Weekly Schedule					Staff Meeting Week	CIT Meeting Week
	Mon	Tues	Wed	Thursday	Fri		
Sept 3	Labor Day	----	----	----	----	X	X
Sept 9		D-PLC		S-PLC			
Sept 16				S-PLC			X
Sept 23		D-PLC		S-PLC			
Sept 30				S-PLC		X	
Oct 7		D-PLC		S-PLC			X
Oct 14	PD Day			MEA	MEA		
Oct 21		D-PLC		S-PLC			X
Oct 28				S-PLC			
Nov 4		D-PLC		S-PLC			X
Nov 11				S-PLC		X	
Nov 18		D-PLC		S-PLC			X
Nov 25			PD Day	Thanksgiving	Thanksgiving		
Dec 2		D-PLC		S-PLC			X
Dec 9				S-PLC		X	
Dec 16		D-PLC		S-PLC			X
Dec 23	PD Day	Break	Christmas	Break	Break		
Dec 30	Break	Break	New Year's	----	----	----	----

← Weekly Schedule

← Weeks with no meetings ⁵¹

← District PD Days

← Holidays

← Days Off

The text "Thank You!" is written in a black, cursive script. It is surrounded by several golden-yellow stars of various sizes and shapes, some resembling fireworks or sparkles. Two thin, curved golden lines are positioned below the text, one under "Thank" and one under "You!".

Thank You!

Questions?