

DAB February 2019

Rachel Olsen

Julie Wenzel: Ice Breaker – think of someone who you were connected to, why them?

Future Meetings: Social & Emotional Learning, Student Panels

April: Bundle of Equity information from the DAB

KJ Hosman: Absent

Lani Williams:

High Performing teams: Teachers collaborate to discuss how they teach a subject

Social & Emotional Learning: SAC's throughout the district feel a need for this

Transitions: E->M ; M->H: Survey for 6th Graders to see how they felt right after starting. This year it was developed, it will go out in the next week for this year as well to all secondary families.

Hybrid model for funding: is there a way to pull the money out of the bucket before its distributed to create a standard level of care for Social & Emotional Learning. Superintendents are taking this idea to their Principals

DJ Anderson:

Full day kindergarten: Polis is very serious about this, expecting a bill to come out to pay for it.

Joint budget committee is looking for input about funding for education.

School Board: Application in by Feb 7

Rich Davis:

Put aside until something comes up.

Met with civic literacy, training kids on how to use the internet. The curriculum is still a couple years out. Trying to meet with principal for stop-gaps who are not currently being educated on how to appropriately use the internet.

Christophe Febvre:

Next meeting is on Thursday 12, looking at the applicants for the Board of Directors

New buildings discussion, construction contracts. Zach Addition, 2 new 6-12 schools

Pete Hall:

Equity: Facilities & Child Nutrition

Average Age of PSD School: 47 years old

Newest: Bethke ES (11 yrs)

Oldest: Stove Prairie ES (123 yrs)

Building architectural generations

2000 Bond: \$84,035,242 spent on building improvements

2010 bond: 94,584,965 spent on building improvements

ADA compliance, electrical, heating & ventilating, life safety, plumbing, playgrounds, turf & irrigation, playgrounds, etc.

2016 bond: 40,000,000 in planned improvements

Meeting with principals to spend bond in next 4 years.

Students bringing food home over the weekend, Child Nutrition: after 4 hours the food must be discarded. Share Tables: if something is unopened students can put it on the table for another student to take.

Every Child gets a meal: every child gets a meal no matter what.

Futures Lab: Transportation may be before school starts. Non-CDL drivers for 14 passenger busses may be an option.

Q&A

Do you have a sense for what it costs the district from the litigation from the 2016 bond, Was a big chunk taken out simply from interest?

The land was on contract which was \$5 million, so that did not change. We won't know the price for another year. Construction has gone up over the previous years, but it has leveled off some at the moment. We have a price range that is the goal.

If we had all the principals give us a need based response to help pull on the heartstrings for future bonds?

Some schools are asking for additions, some we are able to do like Zach where there are 3 modulars.

Some schools need added gyms.

Cooling buildings: at 2010 it would've been \$85 million and would have taken at least 10 years.

Shepardson: 40 years old. Safety issues – blacktop surfacing specifically. How does that fit into equity compared to newer schools? There are plans for many schools. Shepardson specifically has gotten some improvements during other projects, but not a full cover. We are in a pretty good place financially to be able to take on some of these issues. We talk to principals for their schools needs, contact your principals to ensure they are aware and make facilities aware of these issues.

Disparity between new buildings and existing buildings. Rocky was 3 separate buildings when it was built, pulled together in the 90s. Improve HVAC in that building this year, asphalt, etc. Added white roofing to improve building. It will not be a new building like the new schools, but it will have improvements made.

Dwayne Schmitz: Equity: Connectedness Survey

System Insight: Built for the community, committees.

Student Connection Survey: Elementary & Secondary survey (grades 4-12)

Deliver to student emails, this way we can connect their individual data/performance to the survey. No students information is sent out to teachers/admin/etc.

The exception: Question: Do you think you will graduate High School? Yes/No. Then the follow-up question is "Why?", next follow-up is "can a PSD staff member contact you to follow-up with this conversation?" and help find their path forward. The staff can ONLY see that question

answer if the student allowed contact. Schools have flexibility with how they follow-up with this question.

Email sent to parents 2 weeks ahead of time so that they can look at it/opt their student out if they want.

3 big sub-scales:

Student-to-Adult connections in school

Student-to-Student connections in school

Student-to-Interests connections in school

Data is powerful, go to the website with your school SAC and dig in. It's a gold mine.

Student Metric that seems incredibly valuable:

Has a Teacher/Coach played a key role in exploring/shaping hopes plans for your future: 64%
Yes

Has a Parent/Guardian/Friends played a key role in exploring/shaping hopes plans for your future: 93% Yes

Questions&Answers/Comments:

It would be interesting to see how a cohort responds to this survey over time.

It would be interesting to see of those who self-identified as 'not sure if they will graduate' actually did/did not graduate.

Tracking over time with a cohort, see how the 'not sure if I will graduate' changes over the years.

You're starting to see some of the gaps from different populations over the summer. Have there been any thoughts about changing the academic year in the future?

Camp Sole is meant for this to fill the gaps for these students. Provided 3 different models over the summer. This last summer was a really positive, one of the 3 groups did really well over the summer. It would be very interesting to see how those kids perform over this year.

Connectedness is very useful, is there any way to use this survey to predict a threat to a school or a student's safety?

There's a word search that is done after the surveys, 1-2 are generally flagged using this search. Then the principals also are able to utilize this data to also find any indicators that present a danger.

With the data that your getting, when you go to your principals, is there teacher training going back to the teachers to have these conversations and edit their actions/teaching to make improvements?

It's beyond just training, it's not just about saying 'this is how you relate to students', there is an emphasis about making specific actions like standing by your door as the kids come in the classroom. Once a month we talk to principals and then the principals talk about putting the data into practice.

2x10 (2 min for 10 days) is one tactic that some schools have started.

If we identify the students who need additional support, than we can intentionally create more connectedness with them.

Additional Comments:

-I like the idea of Dwayne coming to DAB mtgs more, but would suggest allotting a good deal of time for presentation & Q&A. Another possibility is a "flipped classroom" approach- give us out homework of reviewing his work (thus elim or limiting need for presentation) to enable more Q&A capacity.

Additional Questions:

Answers from Pete Hall:

Timnath's Elementary's north wing desperately needs work & is not close to ADA complaint, but it is an incredibly expensive fix. This seem is should be a big deal & should have been on the bond list. Why wasn't it?

An architectural study has been conducted to evaluate accessibility needs for the north wing of the building. The study recognized several areas for improvement, including an elevator and restroom modifications, and provided cost estimates. Though the improvements were not included in the 2016 Bond list, district administrators will consider completing the improvements as part of the 2016 Bond premium. Currently, ADA compliance concerns have been addressed on a case-by-case basis at Timnath in order to determine reasonable accommodations that can be made. The District's Director of Facilities has recently met with Timnath's principal to review the school's portion of the \$40 million improvement list and how to best allocate the funding toward desired improvements.

Timnath Elementary still has sand on the its playground. Majority of schools have wood chips. When will Timnath get wood chips?

The district has been transitioning schools from sand to wood chips as playground replacement projects have been completed. Facility Services is evaluating converting playgrounds that still have sand to wood chips through Facility Services capital funding.

Equity in relation to facilities- how are we?

-anticipating/preventing problems?

Facility Services completes preventative maintenance on all major building systems during the year, including roof inspections, fire alarm inspections, Health Department inspections, and boiler inspections. When inspections are completed, technicians are able to assess the current state of the system and respond to any needs that may arise. Additionally, schools submit work orders to Operations, which allows technicians across several departments to address problems as they occur. Over 30,000 work orders are completed each year.

-responding to schools' needs (including fluctuation in enrollment/neighborhood populations)

Each year, school enrollment is evaluated and the determination for the addition, removal, or relocation of modular classrooms is made at that time.

-deciding which needs should be prioritized & taken care of

Facility Services develops an annual capital project list based on priorities established by department staff and in conjunction with school requests. Capital funding will work in parallel with the \$40 million improvement list through the 2016 Bond.

Answers from Dwayne Schmitz:

-When looking at the connectedness survey what is the percentage of kids that do not connect to anyone- not connecting with teacher/coach or parent/guardian/friend?

6.87% in 2017, 4.25% in 2018. I updated the Student Connections Survey data visualization tool to display this outcome. Thank the DAB for me on the good suggestion. This will be an important number to track as everyone in this community wants to see a 0% here. Almost the most important question we could possibly ask young people as they grow up.



-Are there specific strategies around how the connectedness survey is being used, what action is being taken around the results?

I would suggest that you invite Scott Nielsen, Todd Lambert, or their delegate(s) to visit the DAB to have a conversation on that topic. There are so many different examples from different schools across the district. I bet Todd would love to share specifics from elementary schools. At any rate there are too many things to list in an email response and I think the topic is worthy of a deeper conversation.

-Are the teachers getting support or training around how to connect?

I am not sure, and this is a good question for our PD department. I'll pass this question to Kate Canine and see if she can add any insight. I'll guess that Kate knows of many things happening in the PD realm that are associated with your question that I am not currently aware of.

-How is the connectedness survey referenced & used for the monitoring report?

Very directly. Notice that on page 44 of the attached February 2019 Monitoring, the section is dedicated to the Connections survey data. The connections data is also referenced in other areas of the Monitoring Report.

-What schools are harnessing the results and making changes? What implementations have made an impact?

Again, I would suggest that you invite Scott Nielsen, Todd Lambert, or their delegate(s) to visit the DAB to have a conversation on that topic.

-Are the schools incorporating the connectedness survey in their UIP? Each school could analyze the results for their school and identify a subset to take action around.

I have not read all the school plans, so I can't give you a percentage or anything concrete like that, but I do know that I hear administrators discussing and referencing the results from the Connections survey. This may be an area that the DAB can be instrumental in encouraging SACs to make this part of their regular procedure each year as we review data in school teams toward continuous improvement.

Thanks for the opportunity to come in and talk with the DAB. I like the idea that we start a fall-to-spring cycle of inquiry, where I come in and listen in the fall and bring back some data-informed answers in the spring. Let's get that process rolling in 2019/20. There will probably be a subset of the DAB's questions that I can handle in real-time with System Insight and my other electronic data tools. That would be an exciting proposition, a bit of a professional challenge, and I suspect a whole lot of fun for all involved.

[Click Here for information and documents related to PSD Research and Evaluation](#)

Upcoming SEL questions:

-Are there district-wide programs vs site based programs adopted? What are the programs? What objectives are being addressed? Who (what staff) are involved in the program?

-For Elem:

-How do numbers of kids on the playground impact staff ability to engage in coaching of social skills and emotional regulation?

-What training is provided for teachers and paraprofessionals to effectively coach social skills/emotional regulation?

-What training to identify kids who need additional resources beyond the classroom?

-How is the connectedness survey data being used to generate social/emotional learning?

-What SEL is offered at each school? What programs are being utilized where?

-What is the FTE for each school for counseling? Mental health? Social Workers?