

March 26, 2026 Board Meeting

Board Members' Questions and Staff Responses regarding BoardBook materials

(School Report)

Board Member Question	Staff Response
<p>For VA: what does the additional literacy and social emotional support look like in a virtual environment? Could you please provide a bit more explanation of "flexibly meeting needs"?</p> <p>For both VV and VA: who will be providing the coaching in the strategies for success? How will this be tracked?</p>	<ul style="list-style-type: none"> ● We'll share about how we use data to drive our formation of small groups to target students' academic and social emotional needs ● We'll also discuss how we meet SEL needs with SPARK experiences such as spirit and dress up days, interactive field trips virtually and in person, and the best part of the day recess time in break out rooms playing with dolls, making up dances, and sharing favorite toys. During our daily Morning meetings we connect with one another and share experiences of the SEL (second step) curriculum again adapted to meet our virtual learning needs. Our students also have recess rooms to connect with one another socially. ● Finally, we regularly connect with families. We host family virtual meetings and events and share resources. We also invite families in person to events. <ul style="list-style-type: none"> ● Coaching and support for our teachers come from a variety of sources. Examples include: <ul style="list-style-type: none"> ○ Continuous Improvement Coach, Kristen Lorincz, works with both schools ○ SISA (Katie Ness, Jaimie Howe) supports our teachers in a variety of ways providing Professional development and ongoing coaching and support ○ Our pilot teachers receive ongoing coaching and support from the curriculum company and have had the opportunity to meet with teachers in South Carolina who have also been implementing it. ○ Walkthroughs/classroom visits and feedback by Principal and principal with SISA ○ ML and sped TOSAs provide coaching and support for our ML and sped teachers ○ Our BCBA coaches on behavior plans and supports licensed and nonlicensed staff ○ Catalyst coaching and PD from Catalyst trainers ● Our BLTs oversee implementation of the strategies and regularly reflects on what is going well, what additional supports teachers need, and how we can get them the ongoing support and coaching they need.

(SPA Report)

Board Member Question	Staff Response
<p>High school math review: please expand on why the state level content adjustments are a strategic focus for addressing disparities (or see third question).</p> <p>Please elaborate on how advanced math in elementary school helps students who are struggling and testing below their peers (or see next question). Or are the strategic responses (for both reading and math) meant to address the total "meeting benchmark" scores as much as or more than addressing the disparities specifically?</p> <p>Regarding discipline: how much of the decrease in the suspension percentages is due to using Virtual Academy as an alternative? The disparity percentages are not trending in the desired direction. What is new or changing in the strategic responses that are listed compared to prior years?</p>	<p>The Minnesota K-12 Academic Standards are the statewide expectations for student learning in public schools. The standards supplemented by benchmarks identify the knowledge and skills that all students must achieve in a content area by the end of a grade level or grade band. Minnesota's academic standards are reviewed and revised on a 10-year cycle. The new 2022 Mathematics Standards will be fully implemented in the 2027–28 school year. The high school curriculum review ensures we have curriculum resources, course sequence, and instructional materials that align with the new state math content standards to be implemented in the 2027-2028 school year.</p> <p>Advanced math service and instruction in elementary schools includes a focus on identifying historically underserved students and providing one on-ramp to advanced study. Many of the district's "advanced" course offerings and programming are designed to create more accessible opportunities for students traditionally excluded to better address the systemic barriers displayed in the disparity data.</p> <p>To clarify the impact of the Virtual Academy (VA): we pull "unduplicated" Out of School Suspension (OSS) data, so using the VA as an alternative doesn't actually swing our suspension percentages much. Where it <i>does</i> make a real difference is in our expulsion rates, as it gives us a way to keep students learning in a different environment rather than removing them from the district entirely.</p> <p>You're absolutely right to point out that the disparity numbers aren't where we want them to be. When we look closer at the "why" behind those numbers, two things stand out:</p> <ul style="list-style-type: none">• While the district-wide percentage looks broad, the high disparity is really centered in just two of our secondary buildings. To give you some perspective on how quiet things are elsewhere: not a single elementary school had more than three out-of-school suspensions all first semester.• Because our total number of incidents is relatively low, the percentages are very sensitive. A difference of just 13 students would have kept our data right in line with last year. <p>We realize that a "one-size-fits-all" district approach isn't the answer.</p> <ol style="list-style-type: none">1. We are working directly with the leadership and deans at those two secondary buildings. The focus is on building better Non-Exclusionary Discipline (NED) habits and finding better

	<p>ways to support students who are clearly struggling with social or emotional hurdles.</p> <p>2. Instead of just looking at data after the fact, we need to review OSS numbers in real-time. This lets us step in and support a student the moment we see a pattern of struggle, rather than waiting until a more serious disciplinary action is needed.</p>
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