



## Agenda Item Details

Meeting	Feb 26, 2024 - Regular School Board Meeting
Category	3. Administrative Reports
Subject	3.1 District Administrator Report
Type	Reports
Goals	<a href="#">🚢 Student Success</a> <a href="#">🚢 Student &amp; Staff Health and Wellbeing</a> <a href="#">🚢 Efficient Use of Resources</a> <a href="#">🚢 Community Collaborations &amp; Partnerships</a> <a href="#">🚢 District Excellence</a>

Meeting: **February 26, 2024** -School Board Meeting Agenda

Category: Administrative Reports

Subject: February District Administrator Report, Beth Paap

Type: Information, Reports

District Strategic Priorities of focus this month:

- Effective Collaborations and Partnerships
- Effective Use of Resources
- District Excellence
- Student and Staff Health and Wellbeing
- Student Success

Topics researched:

- Year Round School/Balanced Calendar model
  - 180 days of instruction
  - 4-5 weeks off in the summer
  - 2 week breaks in fall, winter and spring
- Another Balanced Calendar model:
  - 45 school days/15 break/vacation days-4 cycles of this in a calendar year
- The Admin team will continue to discuss alternatives to our existing calendar, assess pros and cons, gather staff, student, community input if determined necessary.
- Reading list for month of February: (links to all articles are available upon request)
  - *Encouragement, Guidance, Insights, and Lessons Learned for Native Language Activists Developing Their Own Tribal Language Programs*, Darrel R. Kipp
  - *A Reflective Revisit of the Standard Model of Indigenous Learning (SIML): Turning a Theoretical Model into Application*, by Sandra D. Barton, PhD.
  - *First Nations Languages Learning and Assessment*, by Lorena Alarcon
  - *The Sustainability of French Immersion for Students Who Are At-Risk: A Review of Research Evidence*, by Fred Genesee
  - *Wisconsin Charter School: What to do when you are thinking about starting a charter school*

- AASA's February edition of School Administrator; all articles on Cybersecurity/cyber attacks
- Ojibwe Immersion Program Research/Collaboration with the Red Cliff Tribe
  - Bi-weekly meetings with Binesikwe Washington, Red Cliff Education Administrator, Stephanie Julian, Bad River Education Director and Melis Arik, Red Cliff Planning Office, Jamie Goodlet-King and Jenn Leask, Directors of the Red Cliff Early Childhood Center, Beth Paap, and Mike Peterson.
  - Planning discussion questions;
    - Who will the teachers be?
      - as of 2/20/24 Binesikwe shared that there are 2 language trainees who are ready to teach at the early elementary level and 2 teachers ready to teach at the early childhood level
        - One trainee currently holds an early elementary teaching license and is prepared to be a lead K, K-1 immersion teacher
        - all trainees have the Ojibwe language skills to operate in an immersion classroom environment
    - What grade(s)?
      - ongoing discussion with the planning team that there could be one classroom at the Red Cliff ECC and one Kindergarten classroom at the SDB as early as September 2024 or September 2025
    - Immersion at what capacity?
      - Binesikwe has shared that the immersion classroom could be a percentage of Ojibwe and English to begin with, so as not to discourage our learners. One example she gave was to begin with a 60% Ojibwe, 40% English model. The goal being to work toward 100% Ojibwe as understanding and mastery grow.
    - Who will pay for this program?
      - no significant discussion has been had regarding the budget for the language immersion program.
    - What curriculum will be used? Who will train the immersion teachers?
      - MIIN (Midwest Indigenous Immersion Network, Gimiwan Dustin Burnette) would assist in curriculum development and implementation.
    - Can Bayfield and Tribe visit other immersion programs?
      - The Tribe is planning a trip to visit the Cherokee Nation in Tahlequah, OK to see first hand how they have implemented system wide efforts to revitalize their language.
        - Trip planned for April 2024
  - Red Cliff Tribe held a Language (Immersion) Feast, January 31st
    - purpose to share information with the community about language immersion as a pathway for learning.
      - 87 attendees
  - NEXT steps for Ojibwe immersion instruction:
    - Binesikwe Washington and Gimiwan Dustin Burnette will present an information presentation to the SDB school board on Immersion education on 2/26/24
    - Survey has gone out to ECC families to gauge interest in an immersion classroom at the Center
      - survey will be open for 2 weeks
    - continue to meet bi-weekly to:
      - create a budget
      - confirm curriculum resources and PD support for immersion teachers
      - confirm qualifications for teachers
      - space needs?
      - plan and hold a family meeting for those who have expressed interest in sending their child to an immersion program at the Kindergarten, first grade level.
      - invite SDB staff questions and input on this program
      - Create Ojibwe Culture and Language Standards for our district.

- This will create a pathway for resource needs and teacher support needs.
- Continue to research and work on referendum questions
  - meetings with School Perceptions, architects, Baird financial to assess:
    - operational needs
    - capital needs
    - formulate referendum questions
    - finalize survey to community
    - facility assessment will be presented at the 2/26 school board meeting by DSGW Architectural firm and Joel Shilman
- Meetings with Cyber Security Audit
  - Chris Plansky and Stevie Matier are leading the steps for an audit with the Wisconsin Cyber Response Team
    - establish a district specific Incident Response Team
- Monthly meeting with BEA/Admin
  - Topics on the agenda for the February meeting:
    - Immersion programming updates
      - BPaap will send out a memo to all staff to update
      - continue to share updates at the monthly all teacher staff meeting
    - discussion of the calendar for the 2024-25 school year
    - BEA brought suggestions for how PD days could be used specific to teachers and Paraprofessionals for the 24-25 school year
    - Randi brought forward information on a potential employee early retirement insurance change
    - BEA brought forward suggestions for administration to reduce staff burnout:
      - be present, hold people accountable, and recognize those who work hard.
      - explore ways to protect teacher prep and lunches. Explore the possibility of more than 30 minutes for lunch,
      - more SPED meetings
      - Communicate far more in advance for upcoming meetings, training, in-service, etc.
      - If a position is created, place priority on positions that work directly with students, not additional administrative positions.
- Continue to attend monthly meetings of the Red Cliff Tribal Council to provide information and updates to them on SDB
- Continue to work with the Administration team on district strategic priorities and goals. Specific benchmarks around the following priority drivers:
  - Student Success: attendance and MAP assessments
  - Student & Staff Health and Wellbeing: BEST screener, staff surveys
  - Effective Collaborations & Partnerships: Family and community engagement
  - District Excellence: State report card and balanced dashboard of other priorities
  - Efficient Use of Resources: balanced budget and open enrollment
- Missed the February monthly Madeline Island Public Library Board meeting due to a conflict with SDB finance and policy committee meetings.

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda.