

TOPIC: School Calendars, 2018-19 & 2019-20

GUIDING CHANGE DOCUMENT: 2018-19 & 2019-20 School Calendars		
Context and Reality	Unacceptable Means	Results
<ul style="list-style-type: none"> District has strong education tradition with a culture of innovation District strategic plan approved in July 2012 views “learning as a constant and time as a variable resource” District’s vision views EPS to be among the premier school districts both nationally and internationally, including maximizing the time resource Growing expectation for options and choice were identified by the community and staff in the strategic plan process MN statute places restrictions on school districts starting before Labor Day with identified exceptions: <ul style="list-style-type: none"> To accommodate over \$400,000 of construction A joint agreement with other districts which meets specific requirements District has had a five-year legislative position for increasing local control of decisions, including the start of a school year Resource (funds, staff, time, facilities and technology) challenges continue to exist District establishes school calendars every two years by school board vote District has 171 student school days each year District has 9 days for teacher in-service & 2 data days; a minimum of 16 hours (number of days varies from site to site) for parent-student-teacher days each year; and 4 late school day starts District has several school days dedicated to required assessments at every level District has a two-week winter break and one-week spring break Daily schedules at each site are: <ul style="list-style-type: none"> VVMS/SVMS: 8 periods over 2 days (7:45 a.m.- 2:30 p.m.) EHS: 7 period modified block schedule day (8:30 a.m. -3:15 p.m.) Normandale: 8:40 a.m. – 3:15 p.m. All other elementary schools: 9:25 a.m.- 4:00 p.m. District offers summer academic programming in special education and other intervention programs for select students District is projected to annually have over \$10 million dollars of summer construction over the next 10 years District administration has developed plans to minimize emergency closings due to extreme temperatures 	<ol style="list-style-type: none"> Create additional inequities in services among early childhood, elementary or secondary schools Develop a calendar that violates district policy, work agreements or state statute Exceed available funding limits or 3-year budget plan Recommendations developed without periodic school board updates Recommendations that do not demonstrate best practices at a national level Recommendations that negatively impact learning Professional Learning days that are unaligned among the schools Recommendations not sensitive to the cultures within the community 	<p>Develop recommendations for the 2018-19 and 2019-20 school years that:</p> <ol style="list-style-type: none"> Align with the strategic directions of “Next Generation of EPS” Consider post-Labor Day start for 2018-19 due to planned construction in 2018 Resume school start prior to Labor Day for 2019-20 Identify both a winter and spring break Identify a minimum of the following: <ol style="list-style-type: none"> Prof Learning Days = 4 full-days, plus 4 late starts or early releases P-S-T Conf Hours = 16 Data Days = 2 Identify two make-up days in case of emergency closing days in excess of two days Recognize needs and time challenges of school construction Create opportunities for collaborative time at each school site Create options to pace professional learning throughout the year Pursue alignment of targeted learning in the summer months Consider district calendar impacts on students, families and staff Consider the possibility of first semester ending with start of winter break Final recommendations will be brought to the school board for final decision not later than November 2017 Modifications to the High School calendar will be included in the general calendar

DECISION MAKING STEPS

Phase	A. Reality	B. Options	C. Choice Making
Who?	<u>STEP 3</u> <ul style="list-style-type: none"> • Staff • Students • Parents • Other Districts 	<u>STEP 2</u> <ul style="list-style-type: none"> • Smasal & Jackson (Facilitators) • Parent Reps • Admin Reps • Teacher Reps 	<u>STEP 1</u> <ul style="list-style-type: none"> • School Board • Board HR Committee • Superintendent
When?	<u>STEP 6</u> <u>Mtg 4:</u> Provide feedback to Options Team <u>Mtg 6:</u> Assess options and brainstorming	<u>STEP 5</u> <u>Mtg 2:</u> SWOT+ Parking lot Determine timeline and tasks Gather data and information <u>Mtg 3:</u> Organize data and info <u>Mtg 5:</u> Create options <u>Mtg 8:</u> Finalize options with recommendations	<u>STEP 4</u> <u>Mtg 1:</u> Finalize Guiding Change and Options Team <u>Mtg 7:</u> Review options <u>Mtg 9:</u> Make decisions and plans to implement
What Issues and Questions?	<ul style="list-style-type: none"> • How is input received? • How is representation ensured? • What is the communication process? 	<ul style="list-style-type: none"> • What is the impact of the recommendations? • What needs to be provided to legal counsel on options? • How do we assess the impact of 2014-15 early year start? • What is the resource impact of implementing the guidelines? 	<ul style="list-style-type: none"> • Does this meet the guiding change document requirements?

Completion Date: November 2017