

ELEMENTARY/LEADERSHIP

L4L (Learning for Leading): Scott Murphy was in the district Tuesday, Wednesday, and Thursday this week. On Tuesday and Thursday, Scott spent his days in schools working with our school administrators to discuss, plan, and analyze leadership strategies. The focus this year remains squarely on leading toward the Instructional Framework. School leaders are focused this year on moving their teachers from “exploration” of the framework last year to “expectation” that the framework will be studied, and learned this year so that we see implementation in classrooms. Some of Scott’s reflections after several days with administrators are captured here:

- “In every school, what is coming up for leaders are decisions about how best to attack the instructional framework. They (The principals) are making the choices out of intention, guidance, and purpose.”
- “All leadership conversations were centered around instructional leadership. Your leaders are towing the line that this (the Instructional Framework implementation) is a real thing and that they need to lead this work forward the fulfillment of this expectation.”
- “We are no longer in the dip of this pandemic. Every one of your leaders wants to move forward.”

Summary of Negotiations Discussion

In the discussion on Thursday, trustees and members of the District negotiation team discussed their impressions of recent negotiations and also highlighted several points to carry forward into CAPPS and spring negotiations. Several general summary statements and reminders are collected below.

- The team is somewhat optimistic that the tone of CAPSS meetings and spring negotiations will be collaborative.
- The Board/District team discussed what seems to be growing local and national pressure on local union officers toward a more aggressive and theatrical approach.
- The board/district team continues to express confidence in the leadership of Kim Ziegler.
- Negotiations, and the District commitment to .5 step and lanes will depend on the state foundation revenue of at least \$57,100,000, and on the M&O levy. It is the hope of the team that teachers will help the District support the levy in March.
- A schedule of CAPSS meetings will be developed and sent out if that task has not yet been completed.
- The team thanked trustees Rebecca Smith and Casey Morrisroe for their investment in time, energy, and leadership on the negotiation team.

Thank you: Thank you once again, Trustees, for supporting classroom libraries as an essential resource for our reading program. In listening sessions, as well as in notes like the two examples below, we continue to hear from teachers and administrators how important these books are to our young readers.

From Shanna at Sorensen

I hope this email finds you well during these challenging times. I just wanted to drop you a quick note and let you know that today was ABSOLUTE MAGIC in my classroom. The books arrived. All 664 of them.

It was Santa's Workshop. I gave each table a box of books. Students spent 3 hours sorting books into levels and making connections to the levels and their lexile numbers. With each title they grabbed, squeals and gasps filled the room. They worked in teams to process and sort every title into leveled bins, then into genre bins after they were labeled with the stickers.

The conversations were amazing. The arrival of the books felt like a huge gift, and reignited a huge excitement for reading (during a time where it is so hard to get access to real books). My active, energy filled boys learned how to break down cardboard boxes :)

I wanted to thank you. Our class will do more to say thank you, including writing letters to the board.

From Ranee at Dalton

I hope this email finds you well. I wanted to thank you for the classroom library books that arrived today.

Although our principal arranged for parent volunteers to come in and place the "property of cda schools" stickers on the books, I had my students do the work for several reasons:

1. I don't believe in doing things for children they can do for themselves.
2. Many hands make light work.
3. Doing the work gives students ownership of the books, our classroom library, and our classroom.
4. Most importantly, it got the books in the hands of students, eliciting conversation and excitement.

Attached are several pictures of today's activity. I hope you enjoy them.

