Independent School District 279
Osseo Area Schools

Final Report and Recommendations of the

District Planning Advisory Council

**To the Superintendent and
School Board**

2019-2020

TABLE OF CONTENTS

2019-2020 Membership

Parents

School	Name	School	Name
Birch Grove Elementary		Woodland Elementary	Robin Moe
Basswood Elementary	Angel Becker	Weaver Lake Elementary	Amanda Heller
Basswood Elementary	Joe France	Weaver Lake Elementary	Erin Massa
Cedar Island Elementary	Brianna Roeder	Zanewood Elementary	Marjorie Holmes
Crest View Elementary		Brooklyn Middle School	LaShonda Anderson
Edinbrook Elementary	Stacey Yurcek	Maple Grove Middle School	Farhio Khalif
Elm Creek Elementary	Tammy Barnard	Maple Grove Middle School	Marty Cohen
Fernbrook Elementary	Ryan Brown	Maple Grove Middle School	Megan Bearce
Fernbrook Elementary	William Carr	North View Middle School	
Fair Oaks Elementary	Norvell Cunningham	Osseo Middle School	Matt Leisen
Fair Oaks Elementary	Therence Tasha	Osseo Middle School	Brian LaRose
Garden City Elementary		Maple Grove Senior High	Cindy Resman
Oak View Elementary	Marguerite Ohrtman	Osseo Senior High	Marty Cohen
Park Brook Elementary		Osseo Senior High	Magali Garcia-Flores
Palmer Lake Elementary	Shawanna Rodriquez	Park Center Senior High	
Rice Lake Elementary	B Supawan	Osseo Area Learning Center	
Rush Creek Elementary	Anna Vasquez-Banerjee		
Rush Creek Elementary	Kencheska Jackson	Additional Member	Julie Ohman
Woodland Elementary	Jartue Kroma	Additional Member	Katja Andresen
Woodland Elementary	Kimberly Bennett		

Community

Sue Sullivan

Rose Tonn

School Board

Heather Douglass

ESC Staff

Sarah Lancette

Jill Lesné

Jeremy Willey

Robin Gunsolus

Students (None)

Steering Committee

Shawanna Rodriguez, Chair

Amanda Heller, Vice Chair

Marty Cohen

Robin Gunsolus

Heather Douglass

Jeremy Willey

Jill Lesné

Sarah Lancette

Final Report and Recommendations of the
District Planning Advisory Council
2019-2020

INTRODUCTION

The purpose of the District Planning Advisory Council is to assure community-school cooperation in setting improvement goals, evaluating progress toward meeting annual objectives and in reporting of findings and recommendations to the entire school community. Membership of the District Planning Advisory Council includes parents/guardians, community members, senior high students, classroom teachers, administrators, staff and School Board members. The council meets on a regular basis with no fewer than eight meetings. The major functions of the Council are listed under Board Policy 616 – World's Best Workforce as follows:

> The school board will adopt a comprehensive long-term strategic plan to support and improve teaching and learning. In adopting the long-term strategic plan, the school board will consider the superintendent's recommendation based on the input of the school district's strategic planning process, the District Planning Advisory Council, and school site teams. The plan will be aligned with creating the world's best workforce and include performance measures designed to determine each school's progress in striving to create the world's best workforce.

The school district will establish an advisory committee. The advisory committee will recommend to the school board rigorous academic standards, student achievement goals and measures designed to fulfill the school district's mission.

The work calendar of the District Planning Advisory Council during the 2019-2020 school year was guided by the provisions of Board Policy 616. The Council's bylaws directed its internal operations.

In accordance with the aforementioned policy and procedures, the District Planning Advisory Council submits this annual report and recommendations for the instructional improvement plan for the next school year to the Superintendent of Schools and Board of Education.

PROGRESS TOWARD ACHIEVEMENT OF RECOMMENDATIONS MADE IN 2018-19 FOR IMPLEMENTATION IN 2019-20

COMMITTEE RECOMMENDATIONS:

Recommendation 1:
We recommend that the district expand comprehensive student support services for students.

Progress:
The district is making progress towards the American School Counselor Association (ASCA) standard of 250 to 1 school counselor ratio. Beginning in the 2020-2021 school year, elementary staffing parameters were reduced from 1 to 2200 ratio to 1 to 1100 ratio. This increase in school counselor staff created a new minimum base at the elementary level. Each elementary regardless of current enrollment will have a minimum .4 FTE or 2 days per week (previously .2 FTE) school counselor. Beginning in the 2019-2020 school year Osseo Area Schools entered into a partnership with Dr. Marguerite Ohrtman, Director of School Counseling and Clinical Training Program at the University of Minnesota. This partnership has focused on aligning the k-12 school counseling program with current ASCA standards. This has included onsite consultation, as well as professional development. Four schools are officially applying for Recognized ASCA Model Program (RAMP) status for the 2020-21 school year, with an additional four schools preparing to apply for RAMP status during the 2021-22 school year.

Connection to Current Priority Work:
- All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.
- All sites will engage in the use of culturally responsive instructional strategies.

Recommendation 2:
We recommend that the district increase enrichment opportunities and differentiated instruction for students.

Progress:
In July 2019, a Talent Development, Academic Achievement and Gifted Services (TAG) coordinator position was created to help systematize TAG services and to increase enrichment opportunities across the system. All K-2 students participate in lessons in the classroom led by the TAG teacher, designed to engage higher level thinking skills. The team works to include as many students as possible in academic challenge opportunities. The coordinator also works with TAG teachers to collaborate with classroom teachers in differentiating for students. In May, a group of 4th and 5th grade teachers participated in professional development to learn how to use a new resource to create more challenging and enriching instructional opportunities for all students in mathematics.

This year, at the high school level, Advanced Placement (AP) Comparative Government was added to the 35 AP classes and 12 High Performing (HP) we currently have at our comprehensive high schools. Also added was an International Baccalaureate (IB) class called Language and Literature.

Recommendation 3:
We recommend that the district increase world language opportunities for students.

Progress:
In order to create more opportunities for students to engage in language acquisition, in 2019-20 Heritage Hmong III and Heritage Spanish IV were added at the secondary level. We currently are offering five levels of French, five levels of Spanish, three levels of Heritage Spanish and Heritage Hmong. In the 2020-21 school year, four additional language classes will be added: Heritage Vietnamese; Heritage Hmong IV; Spanish V and Arabic.

Recommendation 4:
We recommend that the district create a comprehensive multi-tiered system of support (MTSS) across all sites.

Progress:
Through partnership with Dr. Clay Cook and UMN, all K-12 sites received training on the MTSS process and tier 1 implementation fidelity. Beginning the 2019-2020 school year Osseo Area Schools implemented IM4, an intervention program designed to match, monitor and assess tier 2 behavioral interventions at all K-12 sites. During monthly District PBIS meetings, PBIS leads were introduced and given access to both performance and acquisition evidence based tier two behavioral interventions. Additionally, elementary sites now have access to SABERS a universal behavioral screener through Fastbridge, a screening and progress monitoring platform.

A task force also met to update the intervention process for students needing additional support in acquiring reading skills and exhibiting behavior that allows them from fully engaging in learning. Specific guidelines for parent notification and documentation were added.

Connection to Current Priority Work:
- All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.
- All sites will engage in the use of culturally responsive instructional strategies.

DPAC RECOMMENDATIONS TO SUPPORT EXISTING PRIORITY WORK

Recommendation 5:
We recommend that the district standardize hiring practices and enhance recruitment efforts.

Progress:
This year we have focused on further expanding our reach to attract a talented and diverse workforce, by utilizing aspects of social media to increase exposure to open positions in our system. We also have created a comprehensive hiring guide to standardize our systems hiring practices. This guide provides step by step instruction of best practices to host interviews. Also, despite COVID-19, recruitment has still been happening via video conference calls and will continue throughout the summer.

Connection to Current Priority Work:
Effective staff recruitment and retention practices will build toward a workforce that reflects the demographics of enrolled students.

Recommendation 6:
We recommend that the district create a respectful and equitable community.

Progress:
During the 2019-20 school year, culturally responsive instructional strategies were embedded in every professional development session offered to staff. These strategies included ways to engage all learners and ensure that instruction was rigorous and offered students multiple ways of demonstrating their learning. All staff across the system also engaged in a 6-hour equity training developed by the Department of Educational Equity. District staff members have continued to be provided professional development in the use of restorative practices, social emotional learning, positive behavior interventions and supports as well as trauma informed practices.

Connection to Current Priority Work:
- All sites will engage in the use of culturally responsive instructional strategies.
- All sites will implement culturally responsive, research-based positive behavior intervention practices that include the use of trauma-informed and restorative practices.

RECOMMENDATIONS FOR IMPLEMENTATION

in 2020-2021

2019-20 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2020-21

The subcommittees identified and considered a set of objectives. The full set of objectives considered is contained in the committee reports. The high priority recommendations are listed below.

PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE

Recommendation 1:
We recommend that the district expand and enhance district-wide online opportunities.

Recommendation 2:
We recommend that the district examine the length of the school day and implement changes to enhance learning experiences across all grade levels district-wide.

Recommendation 3
We recommend that the district examine the start times of the school day and implement changes to enhance learning experiences across all grade levels district-wide.

STUDENT SERVICES SUBCOMMITTEE:

Recommendation 1:
We recommend that the district implement a consistent evidence-based social-emotional learning (SEL) program including a scope and sequence for all students PreK-12.

Program Assessment & Review SUBCOMMITTEE FULL REPORT

2019 – 2020
PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE REPORT
DISTRICT PLANNING ADVISORY COUNCIL

Osseo Area Schools
Independent School District 279

Subcommittee Membership

Jeremy Willey, Robin Gunsolus, Marty Cohen, Rose Tonn, Amanda Heller, Marjorie Holmes, Matt Leisen, Tammy Barnard, Farhio Khalif, Robin Moe, Kimberly Bennett, Magali Garcia-Flores

SECTION I: Committee Activities

The Program Assessment & Review Subcommittee engaged in a variety of activities throughout the course of the 2019-2020 school year. The primary focus of this group, this year, was to examine current practices with online learning across our system. We discussed and reviewed data regarding both internal and external online enrollments. In addition, we learned about newly developed internal course offerings that occurred this past summer and school year, and those that are planned for next year. We also discussed the extent to which our district actively promotes and effectively communicates what online learning experiences are like, how they might benefit individual students, and what ways we could solicit feedback from students, families, and staff members on their experiences participating in online courses. Finally, Andrea Bodeau, Coordinator of Digital Learning & Instructional Media, and Tom Brandt, Technology Integration Specialist, shared comprehensive information regarding current practices, current internal/external enrollments, the development of online courses, and responded to questions from subcommittee members.

The second focus of the Program Assessment and Review Subcommittee was to research and discuss the potential positive outcomes for extending the school day to add instructional minutes and adjusting the school start times to match current beliefs about learning, attendance and health for high school students who start their school day later in the morning. Additionally, we learned that many elementary age children attend daycare before the school day, indicating that an earlier school start time may be a better match to families' schedules. In order to learn more about school hours and start times, we reviewed research and articles that focused on the effects of having a later start time for high school students and looked at current practices in other metro area school districts.

SECTION II: Data Summary

- Northern Star Online Enrollments by Course
- North Star Online Enrollments by Site
- Cost of Online Enrollments
- Student Completion of North Star Online Courses

Osseo Northern Star Online Enrollment Data 2015-2019

Enrollment by Type

2015-16	2016-17	2017-18	2018-19	2019-20*	
266	299	269	302	267	Total Enrollments
230	250	241	227	231	Supplemental - substitutes for a class period in regular schedule (district pays)
35	19	11	9	3	Tuition - taken in addition to a full load at school (family pays)
11	29	16	64	33	Independent Study - only for students who qualify under at-risk graduation incentives

*Enrollment as of 1/1/2020

Cost of Supplemental Enrollments

Year	$912 per credit
Semester	$456 per credit
Trimester	$304 per credit
2019-20	$85,190.83 est.

Course Enrollment by Site

2015-16	2016-17	2017-18	2018-19	2019-20	
266	299	269	302	267	Total Enrollments
129	125	91	116	162	MGSH
123	131	108	85	62	OSH
0	21	30	54	35	PCSH
2	3	0	0	0	OALC
2	4	0	0	2	BMS
11	7	3	17	5	MGMS
1	0	4	14	0	NVMS
0	13	15	10	0	OMS
4	2	2	6	1	Elementary

Student Status

2015-16	2016-17	2017-18	2018-19	2019-20	
266	299	269	302	267	Total Enrollments
na	na	na	na	143	Active
192	227	190	207	94	Completed
74	72	79	95	30	Dropped

Top NSO Course Enrollments

Course	Enrollment
English 4	27
English 3	21
World Studies	19
Economics	14
Algebra 2	12
Civics & Government	12
Physical Education	11
US History	11
Geography	9
Chemistry	7

SECTION III: Listing of Subcommittee High Priority Recommendations

The key statements of priority work for Osseo Area Schools that were of focus of this committee were as follows:
- *We will create transformational system change to ensure equitable student achievement.*
- *We will engage students and families as partners to achieve our mission and strategic objectives.*

As such, the Program Assessment and Review subcommittee is <u>recommending the following</u> to support the realization of our district's priority work:

Topic #1 – Online Learning

A. Recommendation #1:
We recommend that the district expand and enhance district-wide online opportunities.

B. Rationale
In examining this topic and sharing stakeholder experiences, this subcommittee believes that…
- Online learning provides equitable opportunities for all students to successfully engage in learning district-wide;
- Online learning has the potential to create flexible learning experiences for students to resolve scheduling conflicts;
- Online learning presents an opportunity for students to enhance 21st century workplace skill development;
- Understanding and awareness of what online learning involves could be enhanced;
- Offering in-house opportunities for online learning retains revenue for our district;
- Increasing exploratory opportunities for students enhances their school experience; and,
- Student feedback and additional data will effectively inform internal online course development.

C. **Strategies for Improvement**
   Strategies May Include:

1. Promote online learning experiences in various forms to students and families prior to registration for high school level courses (examples could include but are not limited to - community meetings, video communications, written publications);
2. Develop online learning course evaluations for internal and external course offerings;
3. Annually track enrollment in external online learning experiences to identify potential online courses for internal development;
4. Explore ways in which an online learning platform can be created for all secondary students to access course offerings district-wide;
5. Update high school handbooks and online resources to provide consistent information with regard to online learning;
6. Train school personnel to appropriately address online courses and online learning experiences to students and families; and,
7. Develop, if needed, an onboarding requirement prior to participation in any internal online learning experience.

Topic #2 – School Day

A. **Recommendation #2:**

We recommend that the district examine the length of the school day and implement changes to enhance learning experiences across all grade levels district-wide.

B. **Rationale**

Currently, time is a fixed variable in the school day. Initiatives that propose adding programming compete with time for initiatives and instructional minutes to meet state standards. Additional programming has the potential to dilute existing initiatives and reduce instructional minutes.

Comparing ourselves to neighboring districts (6) and St. Paul, we have identified the following:
- At the high school level, two districts have school days that are 20 minutes longer, one district has school days that are 15 minutes longer, three districts have school days that are 10 minutes longer, and one district has the same length of day as our district.
- At the middle school level, one district has school days that are 20 minutes longer, two districts have school days that are 15 minutes longer, two districts have school days that are 10 minutes longer, and two districts have the same length of day as our district.
- At the elementary level, two districts have school days that are 10 minutes longer and two districts have school days that are 10 minutes less than our district. The remaining three districts have the same length of day as our district. addition of 10 instructional minutes per day, at the elementary level, equates to 50 additional minutes of instruction per week. With 172 instructional days this translates to nearly 30 additional hours of instruction in a school year.

Impact of Additional Instructional Minutes:
- The addition of 20 instructional minutes per day equates to 100 additional minutes of instruction per week. With 172 instructional days this translates to nearly 58 additional hours of instruction in a school year.
- The addition of 15 instructional minutes per day equates to 75 additional minutes of instruction per week. With 172 instructional days this translates to 43 additional hours of instruction in a school year.
- The addition of 10 instructional minutes per day equates to 50 additional minutes of instruction per week. With 172 instructional days this translates to nearly 29 additional hours of instruction in a school year.

20 Minutes of Additional Instruction	15 Minutes of Additional Instruction	10 Minutes of Additional Instruction
100 Added Minutes/Week	75 Added Minutes/Week	50 Added Minutes/Week
58 Hours/172 Days	43 Hours/172 Days	29 Hours/172 Days
754 Hours/13 years (K-12)	559 Hours/13 years (K-12)	377 Hours/13 years (K-12)

C. Strategies for Improvement

Strategies May Include:
1. Lengthen the school day for all students in order to provide additional time for the district to continue work toward World's Best Workforce's goals to 1) ensure third-graders can read at grade level; 2) ready students for career and college; 3) aide students in graduating from high school; and to achieve additional benchmarks with regard to closing achievement gaps and to promote social/emotional learning initiatives.
2. Suggested instructional enhancements to a lengthened school day could include: adding a "Zero" hour for secondary students for additional elective opportunities; adding programming designed to improve reading levels for elementary students; allowing counseling staff to engage in social/emotional learning initiatives with entire classes/grade-levels; providing additional instructional opportunities for students struggling with "core" curriculum; adding "recess" for middle school.

Length of School Day
(172 School Days for Osseo)

District Name	Elementary Length	Middle School Length	High School Length
Osseo	6:30	6:30	6:30
Wayzata	6:40	6:50	6:50
Anoka	6:30	6:40	6:40
Robbinsdale	6:20	6:45	6:50
Minneapolis	6:30	6:30	6:40
St. Paul	6:30	6:30	6:30
Rogers	6:40	6:40	6:40
Brooklyn Center	6:20	6:45	6:45

172*10 minutes/day = 1720 additional instructional minutes = 28.7 additional hours of instruction
172*15 minutes/day = 2580 additional instructional minutes = 43 additional hours of instruction
172*20 minutes/day = 3440 additional instructional minutes = 57.3 additional hours of instruction

Ideas for Additional Time
1. Add a 7th hour/period at HS
2. Recess at MS and/or Elementary
3. Intervention support in reading/math
4. Social-Emotional Learning opportunities
5. STEM/STEAM programming
6. World Language opportunities
7. Additional instructional minutes in content areas (social studies, science, health, art)

A. Recommendation #3:

We recommend that the district examine the start times of the school day and implement changes to enhance learning experiences across all grade levels district-wide.

B. Rationale

Current research suggests that there are more successful times of the day for a student to learn based on the student's age. This research identifies that secondary students benefit from later start times while elementary students benefit from earlier start times.

Across our system, for the 2019-20 school year we had 1351 elementary-age students enrolled in the before school Kidstop program with an additional 62 students on a waitlist.

Grade Level	Current Start Times in Osseo Area Schools
High School	7:30-2:00
Middle School	8:10-2:40
Elementary (Early Start)	8:50-3:20
Elementary (Late Start)	9:30-4:00

C. Strategies for Improvement

Strategies May Include:
1. Adjust school start times to align with current research that demonstrates a later start time promotes better learning in high-school aged students.
2. Adjust school start times to align with current research that demonstrates an earlier start time promotes better learning in elementary aged students.

Changing Start Times - Source Link + Abbreviated Summary of Findings

Research Studies and Related Articles
California Tells Schools to Start Later, Giving Teenagers More Sleep (*The New York Times*) ● California law cites research showing better attendance and performance of teenagers when start times are later ● California state law mandates that high school classes will start no earlier than 8:30; middle school will start no earlier than 8:00 ● A 2017 University of Minnesota study "found that [students] started school later, slept more [and thus] reported better mental health outcomes and less use of substances. . . students who slept more also had improved attendance and enrollment rates, and they were less likely to drive while drowsy."
Here's What Happens When Schools Start Later (National Education Association) ● Combats the symptoms of chronic sleep deprivation, such as fatigue, depression, and memory/cognition impairment ● Decreases in the achievement gap between students from low and high socioeconomic backgrounds ● Increases engagement and decreases absences and tardiness ● Increases in final grades by 4.5 percent

Impact of a modest delay in school start time in Hong Kong school adolescents. (National Institute of Health)
- Two schools studied with 15 minute difference in start time
- A modest delay (15 min) in school start time can increase adolescent sleep with corresponding improvement in mood and behaviors
- The students in the intervention school showed improved mental health [General Health Questionnaire (GHQ) score, p = 0.015], better prosocial behaviors (p = 0.009), better peer relationships (p < 0.001), greater attentiveness (p < 0.001), less emotional problems (p = 0.002), and less behavioral difficulties (p < 0.001) as measured by Strengths and Difficulties Questionnaire

Later School Start Times: Benefits & Cons (SleepFoundation.org)
- Adolescent sleep deprivation is largely driven by a conflict between teens' internal biological clocks and the schedules and demands of society
- Researchers studied the relationship between sleep and circadian rhythms in adolescents and with a change in school starting time from 8:25 am to 7:20 am the average amount of sleep on school nights decreased by 19 minutes daily
- Moving bell times is one major step in a larger picture of ensuring that adolescents get the sleep they need

Changing Times: Findings From the First Longitudinal Study of Later High School Start Times (University of Minnesota)
- In 1997 seven comprehensive high schools in the Minneapolis Public School District shifted the school start time from 7:15 a.m. to 8:40 a.m.
- Medical research finds that teenagers have biologically different sleep and wake patterns than the preadolescent or adult population
- Significant benefits include improved attendance and enrollment rates, less sleeping in class, and less student-reported depression

Sleepmore in Seattle: Later school start times are associated with more sleep and better performance in high school students (*Science Advances*)
- A research study was conducted after the Seattle School District delayed the secondary start time 55 minutes
- The daily median sleep duration for students increased by 34 minutes
- Found an increase of 4.5% in the median grades of the students (2nd semester 2016 vs. 2017)
- First period attendance improved from 2016 to 2017

Examining the Impact of Later High School Start Times on the Health and Academic Performance of High School Students: A Multi-Site Study (University of Minnesota CAREI, 2014)
- Conducted a multi-year study (3 years/8 schools/3 states) that examined the effect of sleep in academics, mental health, and high risk behaviors
- Start times of 8:30 AM or later increase nightly sleep, which reduces depression and the use of substances like caffeine
- Improved academic performance outcomes were observed both for grades and achievement tests
- Improved attendance rates and reduced tardiness with the start times of 8:35 AM or later were noted
- Car crashes for teen drivers (16-18) were reduced by 70% when a school shifted start times from 7:35 AM to 8:55 AM

School District Information

School Start Times 2019 / Research (St. Paul Public Schools)
- When secondary students are allowed to sleep later, attendance rates increased, tardiness decreased, continuous enrollment increased, and visits to the nursing office decreased
- Reduction in sleep increases irritability, moodiness, and a low frustration tolerance

Communications / School Start/End Times Study (St. Louis Park Public Schools)
- Board action to change start times 2020-21 school year
- To continue with the district's mission of "providing a safe and nurturing environment that energizes and enhances the spirit"

Communications / Academic Research (St. Louis Park Public Schools)
- Twelve articles supporting the decision to change the start times

Start Times (Wayzata Public Schools)
- Wayzata School Board unanimously approved new school start times effective for the 2016-17 school year
- High school starts at 8:20; middle school will starts at 9:10

Late Start Information (Salt Lake City School District)
- Over 80% of parents support Late Start in the abstract
- Top considerations for most parents are student mental health & academic outcomes
- The vast majority of parents/guardians want the district to prioritize, in order, student health and academics, then parent needs, then bus schedules

STUDENT SERVICES SUBCOMMITTEE
FULL REPORT

2019-2020
Student Services Subcommittee Report
District Planning Advisory Council

Osseo Area Schools
Independent School District 279

Subcommittee Membership

Kimberly Bennett, Marjorie Holmes, Megan Bearce, Anna Vasquez, Stacy Yurcek, Katija Mandrot, Jartue Kroma, J. Travis, Heather Douglass, Sarah Lancette, Jill Lesné

Section I: Committee Activities

- Reviewed Minnesota Student Survey results for State and District
- Researched current Social Emotional Learning work of neighboring districts
- Reviewed CASEL resources
- Reviewed evidenced-based Social Emotional Learning Curriculums on What Works ClearingHouse

SECTION II: Data Summary

- 1 out of 5 students have social, emotional and behavioral needs that interfere with their academic success
- Many students with social, emotional and behavioral needs never receive proper evidenced-based interventions
- Unmet social, emotional and behavioral needs place students at-risk for school failure, including dropout and later negative outcomes in adulthood
- Up to 40% of middle school students report a lack of sense of belonging and a connection to school.
- Social-emotional competencies (knowledge, skills and disposition are the best predictors of life success across work, civic, and private aspects of adult living.

-Dr. Clayton R. Cook

SECTION III: Listing of Subcommittee High Priority Recommendations

Recommendation 1:

We recommend that the district implement a consistent evidence-based social-emotional learning (SEL) program including a scope and sequence for all students PreK-12.

A. Rationale

1. Children with greater social-emotional competence are more likely to be ready for college, succeed in their careers, have positive relationships and better mental health and become engaged citizens (The Collaborative of Academic, Social Emotional Learning)
2. "SEL interventions that address The Collaborative of Academic, Social Emotional Learning's five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate in such SEL programs. Students participating in SEL programs also showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school" (CASEL, 2001).

3. The average return on investment for six evidence-based programs studied by Columbia University is 11 to 1, meaning for every dollar invested there is an $11 return, benefit is calculated from economic value of achievement gains (Columbia University, 2015).
4. "There are statistically significant associations between SEL skills in kindergarten and key outcomes for young adults years later. SEL decreased the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility" (American Journal of Public Health, 2015).
5. Implementing social emotional learning curriculum has been shown to contribute to teacher confidence and wellbeing, including perceived stress, self-efficacy, and job satisfaction (Collie, Shapka, & Perry, 2012; Jennings & Greenberg, 2009).
6. "The implementation and instruction systems of PBIS (Positive Behavior Interventions and Supports) are an ideal service delivery model for embedding social emotional competencies into the school social curriculum at Tier I" (Barrett et al. 2018).
7. **SEL is a strategy for systemic improvement, not just an intervention for at-risk students.** While SEL reduces risky behaviors and improves mental health (Taylor et al, 2017), the impact is maximized when systemic SEL becomes a coordinating framework that transforms all aspects of schooling — from how the central office is organized to how classroom instruction is delivered.
8. **SEL is a way to uplift student voice and promote agency and civic engagement.** The goal of SEL is to build skills and competencies that help students successfully navigate and meaningfully contribute to their schools, careers, families, relationships, and multicultural communities. This occurs when SEL goes beyond behavior management and positions young people "as experts in understanding and fashioning a world that is more just and equitable" (Jagers, 2016, p. 3).

B. **Strategies for Improvement**:

1. Establish a district wide Social Emotional Learning (SEL) committee that includes students, parents, community members, related service providers, administration, teachers and equity team members that is representative of our community.
2. Utilize the current district curriculum adoption process to screen, identify and pilot SEL curriculum(s) PreK-12 with a plan to fully implement within 3 years, using a staggered approach, beginning with PreK-5.
3. Provide ongoing, progressive professional development to teachers, support staff and administration on the chosen curriculum for core general education implementation.
4. Facilitate the creation of a page within the current district website that provides a robust collection of mental health and SEL resources available to students, families and staff.
5. Develop and host a "Parent Social Emotional Learning Summer Institute" for PreK-12 parents and community members, starting in the summer of 2021.
6. Design and implement a plan for measuring the implementation fidelity and impact on achievement of the adopted SEL curriculum.

2019-20 DISTRICT PLANNING ADVISORY COUNCIL
Meeting Calendar

Date / Time	Group	Room
Monday, 9/16/19 6:00 – 8:00 PM	Full DPAC Meeting	ESC – Board Room
	Program Assessment & Review Subcommittee	N10
	Special Services Subcommittee	Board Room
	Achievement/Evaluation Subcommittee	W41
Monday, 10/21/19 6:00 – 8:00 PM	Full DPAC Meeting	Park Center Senior High Forum Room
	Program Assessment & Review Subcommittee	
	Special Services Subcommittee	
	Achievement/Evaluation Subcommittee	
Monday, 11/11/19 6:00 – 8:00 PM	Program Assessment & Review Subcommittee	Park Center Senior High Forum Room
	Special Services Subcommittee	
	Achievement/Evaluation Subcommittee	
Monday, 12/9/19 6:00 – 8:00 PM	Full DPAC Meeting	Educational Service Center Board Room
Monday, 1/6/20 6:00 – 8:00 PM	Program Assessment & Review Subcommittee	Park Center Senior High Forum Room
	Special Services Subcommittee	
	Achievement/Evaluation Subcommittee	
Monday, 2/3/20 6:00 – 8:00 PM	Optional Subcommittee meetings	Park Center Senior High Forum Room
Monday, 2/24/20 6:00 – 7:30 PM	Program Assessment & Review Subcommittee	Park Center Senior High Forum Room
	Special Services Subcommittee	
	Achievement/Evaluation Subcommittee	
7:30 – 8:00 PM	Steering Committee	
Monday, 3/16/20 6:00 – 7:30 PM	Program Assessment & Review Subcommittee	Cancelled due to COVID-19 and school closing
	Special Services Subcommittee	
	Achievement/Evaluation Subcommittee	
7:30 – 8:00 PM	Steering Committee	
Monday, 4/13/20 6:00 – 8:00 PM	Full DPAC Meeting – Final Approval of Report Draft	Remote
Tuesday, 7/21/20 6:00 PM	School Board Presentation of Final Report	Remote