

**Independent School District 279**  
**Osseo Area Schools**

Final Report and Recommendations of the  
**District Planning Advisory Council**

To the Superintendent and School Board

**2021-2022**

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## 2021-2022 Membership

### Parents

Birch Grove Elementary  
Basswood Elementary  
Cedar Island Elementary    Shayna Kallor  
Cedar Island Elementary    Dayna Shad  
Crest View Elementary  
Edinbrook Elementary    Stacey Yurcek  
Elm Creek Elementary    Taya Kaufenberg  
Fernbrook Elementary    Erica Foster  
Fair Oaks Elementary  
Garden City Elementary  
Oak View Elementary  
Park Brook Elementary  
Palmer Lake Elementary    Megan Braun  
Rice Lake Elementary    Becky Ramsey  
Rush Creek Elementary  
Woodland Elementary    Kimberly Walker  
Woodland Elementary    Hassan Yusuf

Weaver Lake Elementary    Hasit Parmar  
Woodland Elementary  
Zanewood Elementary    Gbubemi Amakor  
Brooklyn Middle School  
Maple Grove Middle School    Heidi Hagel-Braid  
Maple Grove Middle School    Missy Voronyak  
North View Middle School    Bernadette Foh  
Osseo Middle School    Matt Leisen  
Osseo Middle School    Rachele Johnson  
Maple Grove Senior High    Jessica Westberg  
Osseo Senior High    Marty Cohen  
Osseo Senior High    Melody Brinkley  
Park Center Senior High  
Osseo Area Learning Center  
ARB  
279Online

### Community

Jim Taufen  
Rose Tonn

### School Board

Heather Douglass  
Jackie Mosqueda-Jones

### ESC Staff

Pam Brandt  
Robin Gunsolus  
Jenna Johnshoy-Aarestad  
Sarah Lancette  
Gao Thor

### Students

#### Steering Committee

Rose Tonn, Chair  
Melody Brinkley, Vice Chair  
Marty Cohen  
Robin Gunsolus  
Heather Douglass  
Jenna Johnshoy-Aarestad  
Sarah Lancette

## INTRODUCTION

### **Final Report and Recommendations of the District Planning Advisory Council 2021-2022**

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 2021-2022 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 2020-2021 FOR IMPLEMENTATION IN 2021-2022**

## **COMMITTEE RECOMMENDATIONS**

### **Recommendation 1: Program Assessment and Review**

We recommend that Osseo Area Schools implement specific digital citizenship learning objectives and benchmarks for each grade level to prepare students to engage in informed, responsible, and safe behaviors while using digital media.

#### **Progress:**

Osseo Area Schools uses the Common Sense Media K-12 Digital Citizenship curriculum. At the elementary level, the library media specialist and classroom teacher partner together to deliver lessons. The First 30 Days of Digital Learning, which includes digital citizenship, has been developed to support elementary teachers in setting up routines and processes for using technology. At secondary schools, advisory time is used to deliver lessons and Chromebook and Schoology camps have been developed to support teachers and scholars in using technology.

This year, additional lessons and resources from CommonSense Media were identified to increase support in this area for staff and students. During the pandemic, CommonSense Media developed Quick Activities on digital citizenship, a SEL in Digital Life Resource Center, and Family Engagement resources. We are also aligning the new ELA standards with our current digital citizenship lessons. Media Literacy standards and Digital Citizenship skills are embedded in the ELA K-12 curriculum resources. We also continue to add videos and content to the student backpack website for students to learn how to use their district and personal learning devices responsibly.

### **Recommendation 2: Program Assessment and Review**

We recommend that Osseo Area Schools allocate additional instructional minutes for the implementation of intentional, evidence-based literacy interventions at the kindergarten through second grade levels to provide readers with extra support.

#### **Progress:**

Osseo Area Schools applied for and received funding for the Alternative Delivery of Specialized Instructional Services (ADSIS) program for the 2021-22 and 2022-23 school years. This funding allowed us to hire 20 interventionists who are providing interventions across our system in grades kindergarten through 9th grade. The purpose of this funding is to provide instruction to assist students who need additional academics to succeed in the general education environment.

To ensure that each site has a Multi Tiered System of Support (MTSS) process in place monthly meetings are held to allow for training and collaboration for staff that facilitate the intervention process at each elementary site. These monthly meetings include Title 1 staff, Instructional Assistants, general education Psychologists and district level staff. An extra allocation for general education Psychologists was provided at each elementary site to assist with the MTSS process.

In order to provide additional support for interventions, training was provided to all staff around monitoring student progress in interventions, learning about high-impact interventions and using data to inform instruction.

### **Recommendation 3: Student Services**

We recommend the restructuring and standardization of a framework of family support and engagement district-wide and within each individual school, including development of the roles of Family Engagement Site Ambassadors and long-term Student-Family Advocates.

#### **Progress:**

The Family and Community Engagement (FACE) department has been focused on measuring and supporting engagement across the district and at each site. The FACE department has identified key themes and values to steer their work. The FACE team has developed an engagement rubric and is implementing a FACE pilot location. Future objectives related to this recommendation include implementing engagement experiences for scholars and families, and educational opportunities for parents/caregivers.

### **Recommendation 4: Data and Assessment Subcommittee**

We recommend a bold change to the methodology of teaching science to our K-5 students, especially if they are members of a school indicated in pink or red in the map infographic above.

#### **Progress:**

Two Science curriculum resources are currently being piloted by 52 teachers in grades K-5. These resources were selected to match the new Minnesota Department of Education Science standards. The new standards will require a shift in the way teachers instruct from heavy content knowledge to the application of scientific practices. In the spring of 2022 pilot teachers will select a resource to move forward for adoption in the 2022-23 school year.

Throughout this school year all teachers will receive training on the new Science standards and the instructional shift needed to teach the standards. When resources are selected for implementation, teachers will receive training on how to best use the resources and guidance on the required amount of time to teach science.

### **Recommendation 5: Data and Assessment Subcommittee**

We recommend conducting a root cause analysis to develop or connect strategies to issues identified as root causes of inequitable distribution of “Effective Educators” across District 279.

#### **Progress:**

The approach will be based on the model put forth by the Alliance for Resource Equity. The major steps of this project include: determining team membership, determining data sources to examine related to each tenet of each student having access to strong teachers, review data related to each root cause, determine which root causes to focus on based on the data review, determine what has already been tried and what barriers to change exist, determine next actions around each root cause.

The first steps in the initial planning around determining student access to strong teachers within Osseo Area Schools has begun. The team membership has been defined. The group consists of teachers, instructional leaders, school leaders, district leaders, and student services personnel.

The work on this project will take place over the course of two days during July. Planning for these days will be completed over the course of the next two months to enable the most effective use of our time.

# RECOMMENDATIONS FOR IMPLEMENTATION in 2022-2023

## 2021-2022 HIGH PRIORITY DISTRICT PLANNING ADVISORY COUNCIL RECOMMENDATIONS FOR IMPLEMENTATION IN 2022-2023

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: Employee Recruitment & Retention**

We recommend that Osseo Area Schools establish a data collection procedure/system to effectively capture overall staff needs in order to better inform efforts to recruit staff that reflect the communities in our district.

#### **Recommendation 2: Online Programming**

We recommend that Osseo Area Schools create online courses at the high school level that are accessible to scholars across the district regardless of the site where they are currently enrolled.

#### **Recommendation 3: Teacher Mentor Programming**

We recommend that Osseo Area Schools increase support for new teachers through expanding district mentorship programming and aligning the current three mentorship tracks for more district-wide cohesion.

#### **Recommendation 4: Career & Technical Education Pathways**

We recommend that Osseo Area Schools continue to expand current Career & Technical Education (CTE) offerings.

### STUDENT SERVICES SUBCOMMITTEE

#### **Recommendation 1: Increase in counseling allocation**

We recommend an increase in school counseling allocation at each level, with a minimum of one full-time counselor at each elementary school and one counselor for every 400 students at the secondary level with the purpose of impacting student mental health and school climate. We have included strategies for measuring the impact of this change on our areas of interest including student mental health and school climate.

### DATA AND ASSESSMENT SUBCOMMITTEE

#### **Recommendation 1: Increased student and family support around CTE course planning**

We recommend increased communication, awareness, and academic counseling around CTE courses and pathways particularly for students and families prior to course registration.

#### **Recommendation 2: Examine barriers to enrollment for our early childhood education programs**

We recommend a comprehensive review of early childhood offerings to determine if socio-economic factors are playing a role and if programs are effective in preparing our students for kindergarten and to Read Well by Third Grade.

#### **Recommendation 3: Staff Recruitment and Retention**

We recommend a comprehensive review of the recruitment and retention strategies and policies in place, and the supporting mechanisms.

**PROGRAM ASSESSMENT & REVIEW  
SUBCOMMITTEE FULL REPORT**



## 2021-2022

# PROGRAM ASSESSMENT AND REVIEW SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

### Subcommittee Membership

Jeremy Willey, Robin Gunsolus, Shayna Kallor, Dyana Shad, Stacey Yurcek, Taya Kaufenberg, Erica Foster, Rose Tonn, Heidi Hagel-Braid, Matt Leisen, Rachel Johnson, Jessica Westberg, Melody Brinkley, Jackie Mosqueda-Jones

### SECTION I: Committee Activities

The Program Assessment & Review Subcommittee engaged in a variety of activities throughout the course of the 2021-2022 school year. This year, this subcommittee focused on providing opportunities for students and the recruitment and retention of staff. To do this work, guest speakers were invited to discuss the current status of retention and support of our staff. We also connected with districts across the metro area to discover how they were supporting their new teachers. We also invited Jill Kind, the Secondary Curriculum Coordinator, to a meeting to learn how our system creates and develops online courses and CTE programming to support students in secondary schools.

### SECTION II: Data Summary

On Monday, December 13, 2021, the Program Assessment & Review Subcommittee invited two guest speakers to the subcommittee meeting to share information related to recruitment and retention of Osseo Area Schools employees and employee mentorship programs.

#### Susan Hang, Recruitment and Retention Manager

- Current Status:
  - As of fall 2021, less than 15% of Osseo Area Schools employees identify as BIPOC; more than 60% of the scholar population identify as BIPOC
  - Currently, no employee engagement survey has been used to capture current employee satisfaction – but it is being explored
  - Osseo Area Schools is an Equal Opportunity Employer and takes into account veteran status, but does not have an affirmative action hiring plan in place
- Recruitment:
  - Recruitment continues to be difficult with COVID-19 related challenges
  - Recruitment efforts are focused on the Grow Your Own program, partnership with Department of Educational Equity for community outreach, continuing partnership with Brooklink (summer internship program), and engagement with scholar teachers and employees impacted by reduction in force
  - Intentional outreach to American Indian and veteran communities
- Retention:
  - No clear data on why employees voluntarily terminate employment, although many cite personal/mental wellness reasons
  - Exit interviews are offered to employees terminating employment with the district, but there is no requirement for employees to complete exit interviews

## **Shelly Drake, Staff Development Assessment Specialist**

- Oversees New Teacher Mentor Program at Osseo Area Schools
  - In this context, new teacher can mean both new to the profession (first year) or new to Osseo Area Schools
  - Each year, the program has 125 - 150 new teachers to mentor
  - The New Teacher Mentor Program partners with the scholar Services Mentor Program and the Teacher of Color Mentor Program to connect new staff and teachers with additional resources
  - 40-60% of teachers leave the profession within the first 5 years of entering the profession
- Main concerns for new teachers are:
  - Learning classroom management skills/techniques
  - Accessing and teaching culturally responsive materials
  - Learning multiple school technology platforms
  - Engaging with scholars in and out of the classroom

On Monday, January 10, 2022, the Program Assessment & Review Subcommittee invited one guest speaker to the subcommittee meeting to share information related to secondary online courses and concurrent enrollment options.

## **Dr. Jill Kind, Secondary Curriculum Coordinator**

### Online Courses

- There are a few different online enrollment options for scholars currently:
  - NorthStar Online
  - Online courses offered at individual high schools
  - 279 Online
- Reasons scholars enroll in online courses
  - Credit recovery
  - Scheduling conflicts
  - Additional enrichment opportunities
- Barriers to access
  - Each high school site has a slightly different schedule
  - Consistently insufficient tallies to offer course at a site
  - Challenges with staffing classes

### Concurrent Enrollment Courses

- Courses offered at a physical district site, taught by district staff
- Scholars enrolled in a concurrent enrollment course receive high school and college credit
- Offered in partnership with a local college/university through articulation agreements
- Cost per articulation agreement can range from \$3,000 - \$4,000 per course
- Some secondary sites have more concurrent enrollment options than other secondary sites

## **SECTION III: Listing of Subcommittee High Priority Recommendations**

### **Topic #1 – Employee Recruitment & Retention**

#### **A. Recommendation:**

We recommend that Osseo Area Schools establish a data collection procedure/system to effectively capture overall staff needs in order to better inform efforts to recruit staff that reflect the communities in our district.

## **B. Rationale**

In examining this topic and sharing stakeholder experiences, this subcommittee understands that:

- Students benefit from consistent and experienced staff
- Retaining staff is more cost-effective than recruiting and training new staff
- This data will help us understand how current policies, programs, practices, or decisions potentially contribute to existing disparities
- Retention of BIPOC staff will help BIPOC scholars feel represented
- Information gained will inform decisions to provide ongoing staff support
- Data will help guide decision-making around the allocation of resources and validating those decisions

## **C. Strategies for Improvement**

1. Use a 3rd party survey vendor to maintain anonymity and integrity of the data collection tool
2. Task site leaders to engage in the development and promotion of the survey
3. Include data sets and research from across the country/state in order to give better context/more solutions to what the current status is of teacher retention/recruitment is in general and specifically for BIPOC teachers
4. Examine our current Staff Stakeholder Survey through the Equity Magnifier to identify holes in our data collection process and identify other uses for the data
5. Implement a Proactive Engagement Survey mid-year for all staff in order to capture employee satisfaction
6. Intentionally collect feedback from BIPOC staff mid-year within this survey
7. Include qualitative data collection methods such as focus groups
8. Create and implement a communication plan to report results and identify action steps

## **Topic #2 - Online Programming**

### **A. Recommendation #2**

We recommend that Osseo Area Schools create online courses at the high school level that are accessible to scholars across the district regardless of the site where they are currently enrolled.

### **B. Rationale**

In examining this topic and sharing stakeholder experiences, this subcommittee recognizes the need to:

- Offer classes equitably district-wide when tallies at a single site are insufficient to offer a course at that site (e.g. specific language courses)
- Leverage online district resources to fill in gaps for individual classes at the secondary level
- Ensure that our classes offer a guaranteed and viable curriculum that is aligned with our current courses
- Reduce spending for outside online programming resources
- Mitigate the potential loss of enrollment due to scholars who pursue online opportunities outside of Osseo Area Schools

### **C. Strategies for Improvement**

1. Create a course committee made up of teachers and leaders from each high school to collaboratively design the framework for providing students access to online courses
2. Explore and create asynchronous course offerings in order to provide flexibility and to accommodate scholars' scheduling
3. Ensure a support systems for students to help with course completion and success
4. Expand the access to 279Online for scholars who remain enrolled in physical sites within the district in alignment with proposed CTE pathway access for scholars across sites
5. Communicate available opportunities to scholars across Osseo Area Schools
6. Collect stakeholder feedback to solicit interest in potential programming opportunities
7. Utilize existing 279Online courses to expand options available to scholars looking for hybrid online options

### **Topic #3 - Teacher Mentor Programming**

#### **A. Recommendation #3**

We recommend that Osseo Area Schools increase support for new teachers through expanding district mentorship programming and aligning the current three mentorship tracks for more district-wide cohesion.

#### **B. Rationale**

In examining this topic and sharing stakeholder experiences, this subcommittee acknowledges that:

- Due to the educational professional staff shortage there is an increased need to retain new teachers
- New teachers need a safe community to ask questions, share ideas and connect with others
- Teachers who receive support express more job satisfaction
- Recently licensed teachers have had a unique and unconventional student teaching experience due to the pandemic and could benefit from additional support through mentoring
- Mentorship provides additional coaching and feedback opportunities vital for professional growth and personal confidence

#### **C. Strategies for Improvement**

1. Align the three mentorship programs that are currently working to support new teachers
2. Require all probationary teachers to be a part of the mentorship program
3. Create ongoing data collection systems to get feedback from new teachers to inform and refine mentorship practices across the district
4. Apply findings from current existing research around new teacher needs to ensure the mentorship programming is maximizing support and addressing teacher needs
5. Examine ways to redesign the mentoring program so that the district budget is minimally impacted
6. Provide site-based stipends for grade-level or content area mentors
7. Fund additional teacher mentor positions

## **Topic #4 - Career & Technical Education Pathways**

### **A. Recommendation #4**

We recommend that Osseo Area Schools continue to expand current Career & Technical Education (CTE) offerings.

### **B. Rationale**

In examining this topic and sharing stakeholder experiences, this subcommittee understands that it is important to:

- Support scholar learning in technical, academic, and employability skills
- Provide career and technical training to prepare scholars for postsecondary and career opportunities
- Mitigate the possible reduction in enrollment due to scholars looking to pursue programming in other districts

### **C. Strategies for Improvement**

1. Pursue the Career & Technical Education Pathway plan presented by the CTE Programming Work Group
2. Create and implement a CTE marketing and communications plan that targets students, families and communities
3. Establish a mechanism to include scholar voices for continuous improvement
4. Partner with area employers to onramp students into employment

**STUDENT SERVICES  
SUBCOMMITTEE FULL REPORT  
2021-2022**

# STUDENT SERVICES SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

## Subcommittee Membership

Sarah Lancette, Megan Braun, Missy Voronyak, Kimberly Walker, Gbubemi Amakor, Rachelle Johnson, Hasit Parmar, Bernadette Foh,

## SECTION I: Committee Activities

The Student Services Subcommittee engaged in a variety of activities throughout the course of the 2021-2022 school year. We initiated our review process of previous recommendations and current data, with intentional sensitivity to the impact of the pandemic and an inclusive mindset; to identify patterns of need that fell under the umbrella of Student Services. Early in our work together, the student services committee set the goal to understand the current needs of our students, families and staff. As we identified topics of interest the topics of school culture, bullying, suicide prevention, gender inclusion, race and healthy relationships were explored, just to name a few. Further review of data and guest speakers indicated a specific need for consistent staffing of mental health providers to maximize student success/wellbeing and provides a bridge to resolve barriers to learning.

## SECTION II: Data Summary

At the December 13th, 2021 DPAC Meeting, the committee met with Mr. Duane Wardally, the Director of Educational Equity. Mr. Wardally talked about the work of the Department of Educational Equity.

- Roles of equity department staff
- How we measure equity
- The Family & Community Engagement department
- The Districts work with the Equity Center of the Midwest

At the December 13th, 2021 DPAC Meeting, the committee met with the Lead Counselors: Jackie Trzynka, Kaylee Herlofsky and Rachel Lund. They shared about the work counselors do and the following topics

- Social emotional instruction and mental health support
- Inclusion specific to race and gender identity
- Bullying
- Suicide prevention

At the February 7th, 2022 DPAC Meeting, the committee met with Ms. Diana Bledsoe, the Principal of Northview Middle School. Ms. Bledsoe talked about Positive Behavior Intervention and Support (PBIS) Framework.

The student services subcommittee researched best practices for building positive school culture and research based mental health supports.

The student services subcommittee reviewed a variety of sources including, but not limited to:

- Student and staff survey data
- Information from guest speakers
- Research on current mental health trends and best practices for school culture and mental health supports:

American Civil Liberties Union (2022) *Cops and No Counselors: How the Lack of School Mental Health Staff Is Harming Students*. Accessed online March 14, 2022 at: <https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors>

Minnesota Department of Education (2022) *Comprehensive School Mental Health Systems (CSMHS)*. Accessed online March 14, 2022 at: <https://education.mn.gov/MDE/dse/safe/CSMHS/>

Orgera, K. & Panchal, N. (2022) *Mental Health in Minnesota*. Accessed online March 14th at: <https://www.kff.org/statedata/mental-health-and-substance-use-state-fact-sheets/minnesota/>

Prout, S. & Prout, T. (1998) *A Meta-Analysis of School-Based Studies of Counseling and Psychotherapy: An Update*. Journal of School Psychology, Volume 36, Issue 2, Pages 121-136.

Thompson, R., & Littrell, J. M. (1998). Brief counseling for students with learning disabilities. Professional School Counseling, 2(1), 60.

### **SECTION III: Listing of Subcommittee High Priority Recommendations**

#### **A. Recommendation:**

We recommend an increase in school counseling allocation at each level, with a minimum of one full-time counselor at each elementary school and one counselor for every 400 students at the secondary level with the purpose of impacting student mental health and school climate. We have included strategies for measuring the impact of this change on our areas of interest including student mental health and school climate.

#### **B. Rationale**

Osseo Area Schools designs and delivers data driven school counseling services aligned with the district mission and ASCA standards to support student success. The essential functions of school counselors include, but are not limited to:

- Collaborate with teachers, administration, other school and school district staff, students, students family members and the larger community to help meet each students' needs.
- Lead, advocate and collaborate to promote access for all students.
- Engage in advocacy for students and their families; provide outreach, connect families to community resources and provide crisis intervention.
- Implement social emotional scope and sequence through classroom, small group and individual instruction.
- Work with students in individual, small group and classroom settings in the areas of academics, personal/ social development and college/ career readiness.

The rationale for our strategy is based upon research and studies

- Even schools offering some mental health services are still grossly understaffed. Professional standards recommended at least one counselor and one social worker for every 250 students and at least one nurse and one psychologist for every 750 students and every 700 students respectively. These staffing recommendations reflect a minimum requirement.” (American Civil Liberties Union, 2022)
- The COVID 19 pandemic has impacted the mental health and well being of our staff and students. (Orgera, K. & Panchal, N., 2022)
  - 15.9% of adolescents and 8.0% of adults in Minnesota reported having a major depressive episode in the past year.



- More than three in ten adults in the U.S. have reported symptoms of anxiety and/or depressive disorder since May 2020. In comparison, in 2019, approximately one in ten adults reported symptoms of anxiety and/or depressive disorder.
- Professional school counselors are often employed by schools to provide direct and indirect services. These professional counselors offer a range of services, including consultation and collaboration with teachers and administrators, educational planning services, developmental classroom guidance, peer mediation, and comprehensive school counseling programs. The effectiveness of this broad range of services has been empirically studied and has consistently shown higher achievement scores, improved attendance, lower rates of dropouts, and fewer delinquent behaviors among students (Prout & Prout, 1998).
- “Students are 21 times more likely to visit school-based health centers for mental health than community mental health centers. This is especially true in low-income districts where other resources are scarce... School counselors, nurses, social workers, and psychologists are frequently the first to see children who are sick, stressed, or traumatized — especially in low-income districts. The benefits of investing in mental health services are clear: Schools with such services see improved attendance rates, better academic achievement, and higher graduation rates as well as lower rates of suspension, expulsion, and other disciplinary incidents. Data shows that the presence of school-based mental health providers not only improves outcomes for students, but can also improve overall school safety.” (American Civil Liberties Union, 2022)
- Minnesota Department of Education (2022) has indicated that Comprehensive School Mental Health Systems (CSMHS) provide a full array of supports and services that promote positive school climate, social and emotional learning, and mental health and well-being, while reducing the prevalence and severity of mental illness.
  - CSMHS enhance outcomes for individual students, school staff, as well as the community at large. Students at schools with CSMHS have greater academic success, reduced exclusionary discipline practices, better social/emotional functioning, and schools experience improvements in both school climate and safety.
- Key recommendations from the Equity in Mental Health Framework include:
  - Identify and promote the mental health and well-being of all students as a district priority
  - Engage students to provide guidance on matters of student mental health and well-being for various student subgroups
  - Actively recruit, train, and retain a diverse and culturally competent faculty and staff
  - Create opportunities to engage around national and international issues/events about equity
  - Support and promote accessible, safe communication to school leadership and an effective response system
  - Select and implement services and supports that are culturally and linguistically appropriate to your student body and surrounding community
  - Disaggregate key data points such as referrals, access to care, and effectiveness of supports by subgroups of students to evaluate indicators of equity
- “In the wake of high-profile school shootings, many schools over the past decade have invested scarce educational funds into putting more police in schools. School districts have shown a near obsession with “hardening” schools despite federal data revealing that the real crisis of schools isn’t violence, but a broad failure to hire enough support staff to serve students’ mental health needs.” (American Civil Liberties Union, 2022)
- Approximately 2.7 million students suffer from severe emotional or behavioral problems that interfere with peer relationships and academics (Centers for Disease Control and Prevention, 2018). Approximately 20% of school-

aged children have a diagnosable condition needing intervention ranging from attention problems, depression, and suicidal tendencies. School counselors are equipped to address these needs, and the benefits of counseling in educational settings go far beyond treating mental health problems. (Centers for Disease Control and Prevention, 2018).

- Individual and group counseling has been found to be effective at teaching students to relax and treating a wide range of school-based behaviors, such as discipline problems, adjustment to divorce, and learning disabilities (Thompson & Littrell, 1998).

### **C. Strategies for Improvement**

1. Conduct a third party evaluation to measure the implementation and outcomes of Positive Behavior Interventions and Supports (PBIS) Framework at each site to determine effectiveness.
2. Align PBIS and student handbook expectations at all sites including vocabulary and expected behaviors with the goal of creating clarity and cohesiveness with all expectations as scholars transition from school to school and classroom to classroom.
3. Ensure consistency in incident reporting across classrooms and sites and analyze the incident data to create a baseline and future measure for the impact of interventions such as the increase in school counselor allocation.
4. Audit the current response to incidents including factors such as time, parent involvement, effectiveness in decreasing repeated incidents and resources deployed with the purpose of designing an effective response framework that includes parents and positively impacts school safety and climate.
5. Explore how our district is partnering with parents to help create a more positive and safe culture.

### **D. Equity Magnifier Summary**

The Student Services Subcommittee utilized the Equity Magnifier Tool in order to explore the impacts of this recommendation. The subcommittee believes that this recommendation will have an overall positive impact on each student, family and teacher. The most notable being schools that currently only have a part time counselor will now have consistent support for this professional. This is most likely to impact our elementary sites with the highest mobility in students and most frequent changes to school counselor staffing. The subcommittee acknowledged the possible unintended impacts including an initial increase in counselor changes at the onset and a strain building capacity and office space. While the group intends for these positions to be funded with an investment, if the district moves forward with the recommendation utilizing current funding, there is likely to be an impact on the funding of other positions and programs. The following short and long term mitigation strategies were identified:

1. Identify current ratio of support staff for counselors
2. Identify roles of counselor vs support staff to ensure prioritized responsibilities get the majority of time
3. Using data from strategies including ODR analysis, assess PBIS framework, incident response audit.
4. Increase parent involvement in creating positive school culture
5. Implementation of effective strategies and interventions as determine by the data in PBIS audit and ODR analysis
6. Early intervention especially at younger grades may lead to a decreased need in the future for this level of tier 2 and 3 support.

The student services subcommittee is a representative subset of the District Planning and Advisory Council, which is a diverse group representing our district community as a whole. The committee listed the following barriers to this recommendation: Financial constraints; recruitment of quality, diverse candidates; space in schools; and divergent opinions about who should

be providing social emotional learning (SEL) instructions and expectations. The team recommends continuing to assess the need for the current recommended ratio for counselors using identified data strategies, working with the human resources department, and beating the hiring rush that could be caused by new law or Minnesota Department of Education guidance. We also suggest developing common practices for parent involvement and communication. We believe that the requested analysis along with achievement data are sufficient measures to measure the impact of our recommendation.

**DATA & ASSESSMENT  
SUBCOMMITTEE FULL REPORT**

## 2021-2022

# DATA & ASSESSMENT SUBCOMMITTEE REPORT

Osseo Area Schools Independent School District 279

### Subcommittee Membership

Hassan Yusuf, Marty Cohen, Gao Thor, Jim Taufen, Becky Ramsey, Heather Douglass, Jenna Johnshoy-Aarestad, Pam Brandt

### SECTION I: Committee Activities

The data and assessment subcommittee has explored many different topics throughout the year. These include: Talent Development, Academic Challenge & Gifted Support (TAG) services, behavior data (frequency, severity, consequences, trend), CTE courses and pathways, Stakeholder Survey data, teacher and staff burnout, and early childhood family education and preschool.

We have reviewed many different data points related to the topics above as well as invited guest speakers from district departments to speak to department operations and data. The speakers that presented to our subcommittee include: Godfrey Edaferierhi, Coordinator of Career and College; Sally Nault-Maurer, Early Childhood Program Coordinator; and Susan Hang, Recruitment and Retention Manager.

### SECTION II: Data Summary

The data reviewed by the data and assessment subcommittee included:

- Information about TAG services
- Behavior data within Hoonuit (a data visualization platform used in our district)
- CTE course and student enrollment data
  - Three-year enrollment
  - Higher education outcomes
  - CTE graduation and dropouts
  - MCA results for CTE v non-CTE courses
- Kindergarten preparedness for students participating in Osseo Area Schools early childhood programming
- Osseo Area Schools and surrounding district early childhood education program offerings
- Staff turnover data from Human Resources
- Student, family, and staff stakeholder survey data

### SECTION III: Listing of Subcommittee High Priority Recommendations

The World's Best Workforce goals that were of focus of this committee were as follows:

- All children are ready for school.
- All third graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

As such, the data and assessment subcommittee is recommending the following to support the realization of our district's priority work:

## **Topic #1 – Increased student and family support around CTE course planning**

### **A. Recommendation:**

We recommend increased communication, awareness, and academic counseling around CTE courses and pathways particularly for students and families prior to course registration.

### **B. Rationale**

Our research found, both locally in our district and nationally, students that concentrate in CTE courses are more likely to graduate. We also found that students in our district were more likely to be proficient on the MCAs when enrolled in 6 or more CTE courses compared to their peers who enrolled in five or fewer CTE courses. Due to this, we are proposing that the district provide increased communication, awareness, and academic counseling around CTE courses and pathways for our students and families. We believe that when students and families are aware of the variety of CTE courses in the district, students can register for classes they are truly interested in. This will in turn make it more likely for them to be engaged, to graduate, and find a career they are happy with.

Anecdotally we found inconsistent advertising strategies to build awareness to students and families around the different CTE courses our district offers. Due to the lack of awareness around CTE courses, many students and families find it difficult to best plan the coursework and classes that are necessary for the future they want or the courses they may be interested in. We recommend improved communication about the variety of CTE courses and pathways that are available to students and families in order to provide them the support that they need.

As a way to increase communication and awareness, we also recommend that the district provides academic counseling around CTE courses and pathways particularly for students and families, especially prior to course registration. Counseling is needed to extensively map out a student's schedule since generally students only have room for two electives per trimester. Providing students with academic counseling will ensure they are aware of the available courses and programs, and they have an opportunity to better understand and ask questions around the programs and how to logistically fit the desired coursework into their schedules.

### **C. Strategies for Improvement**

#### Strategies May Include:

1. Career-focused boot camps, career fair, and "a day in the life of..." from local organizations and professionals to showcase the connection between CTE pathways and real life career fields
2. Career counseling starting in 8th grade and ongoing throughout high school to determine which CTE courses to take
3. Evaluate how to allow students to earn credits simultaneously (ex. An Engineering CTE course where students can also earn Math or Science credits)
4. A consistent approach where each field has career-focused digital brochure or structure to help guide families and students in choosing courses, and spells out the high school prep for career or college
5. Promotional videos developed by theater students or marketing class - engage students already in the program in the creation of the digital marketing to use in marketing to students not yet in the program.
6. Recommended courses based on career interests

## **Topic #2 – Examine barriers to enrollment for our early childhood education programs**

### **A. Recommendation #2:**

We recommend a comprehensive review of early childhood offerings to determine if socio-economic factors are playing a role and if programs are effective in preparing our students for kindergarten and to Read Well by Third Grade.

### **B. Rationale**

Existing research is clear that there is a correlation between participating in early childhood education programming and kindergarten readiness and Reading Well by Third Grade. We want to understand the extent of participation in District 279's offerings, and the extent to which families are choosing other early childhood programming options. Furthermore, we want to ensure that our early childhood offerings are sufficiently preparing our students to enter kindergarten so they have a greater likelihood of reading proficiently by grade three. We reviewed kindergarten assessment data of those students who participated in any form of District 279 programming, and course offering locations and how they related to neighboring district offerings. There was insufficient data to determine the impact of early childhood participation and preparedness for going to kindergarten and beyond. Specifically, due to inconsistencies in gathering data on incoming kindergarteners, it is difficult to determine how many students have had early childhood education.

### **C. Strategies for Improvement**

#### Strategies May Include:

1. Improve data gathering processes around early childhood education students have had prior to kindergarten, particularly when they didn't attend our early childhood programs
2. Conduct a third party needs assessment to determine barriers to attending our early childhood programs, how effective we are in preparing children for kindergarten, and type of offerings
  - a. Graduate student projects
3. Reinstate the early childhood committee or group that met before the pandemic
4. Evaluate how effective we are in preparing children for kindergarten
  - a. Examine whether early childhood offerings should be play-focused or academic-focused
5. Sibling care - awareness and expansion
6. Distribute advertising materials that will help increase participation
  - a. Sun newspapers
  - b. Cross district boundaries into neighboring communities.
  - c. Students who enroll in early childhood typically stay for K, students that are enrolled in K, will typically stay in the district long term.

## **Topic #3 – Staff Recruitment and Retention**

### **A. Recommendation #3:**

We recommend a comprehensive review of the recruitment and retention strategies and policies in place, and the supporting mechanisms.

### **B. Rationale**

Throughout the past three years, the majority of staff that are resigning in our district are relatively new with only about four years of experience in total. Strong recruitment and retention is paramount for strong schools and achieving our mission; particularly at this time as we are seeing unprecedented staff turnover and retirements. Although we don't have a lot of exit

data, we do know that many ESPs departed because of the onboarding process and lack of professional development. Due to low completion rates of staff exit surveys, it is unclear why District 279 teachers are leaving the district. By better understanding the reasons for leaving or retiring early will help the district determine which strategies will be effective for retention.

### **C. Strategies for Improvement**

#### Strategies May Include:

1. Third party review of staff turnover information to gain a better understanding of why people depart
2. Determine if:
  - a. Current staff stakeholder surveys can be revised to collect qualitative data to better understand the needs of staff
  - b. A separate forum (i.e. focus groups) is needed to better capture staff needs and thoughts
3. An expansion of the onboarding process and mentorship program for teachers and ESPs; particularly for staff hired after the beginning of the school year
4. Provide more professional development for ESPs
5. Increase behavior and mental health support for teachers and staff
6. Support directly from admin



## 2021-22 DISTRICT PLANNING ADVISORY COUNCIL Meeting Calendar

**Meetings for the 21/22 school year were held both in person and virtually.**

<b>Date / Time</b>	<b>Group</b>	<b>Room</b>
<b>Monday, 10/18/21</b> 6:00 – 8:00 PM	Full DPAC Meeting	ESC – W41/W42
	Program Assessment & Review Subcommittee	
	Data and Assessment Subcommittee	
	Special Services Subcommittee	
<b>Monday, 11/15/21</b> 6:00 – 8:00 PM	Subcommittee meetings	Google Meet
<b>Monday, 12/13/21</b> 6:00 – 8:00 PM	Subcommittee meetings	Google Meet
<b>Monday, 1/10/22</b> 6:00 – 8:00 PM	Subcommittee meetings	ESC – W41/W42
<b>Monday, 2/7/22</b> 6:00 – 8:00 PM	Subcommittee meetings	Google Meet
<b>Monday, 2/28/22</b> 6:00 – 7:30 PM	Subcommittee meetings	Google Meet
	7:30 – 8:00 PM	
<b>Monday, 3/14/22</b> 6:00 – 7:30 PM	Subcommittee meetings	Google Meet
	7:30 – 8:00 PM	
<b>Monday, 4/11/22</b> 6:00 – 8:00 PM	Full DPAC Meeting – Final Approval of Report Draft	ESC – W41/W42
<b>Tuesday, 4/26/22</b> 6:00 – 8:00 PM	School Board Presentation of Final Report	ESC Board Room
	Full DPAC Debrief and Celebration	ESC Forum Room

**When school or after school activities are canceled, all school-related activities (including DPAC meetings) are also canceled. Districtwide school closure will be broadcast on TV and radio.**

**No notice will be sent.**