

Final Report and Recommendations of the
District Planning Advisory Council
To the Superintendent and School Board
2025-2026

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2025-2026 Membership

Basswood Elementary		Brooklyn Middle	Abram Hedtke, Kajija Keto, and Susan Carter
Birch Grove Elementary		Maple Grove Middle	
Cedar Island Elementary		North View Middle	
Crest View Elementary		Osseo Middle	Miamon Queeglay and Jenny O'Hara
Edinbrook Elementary			
Elm Creek Elementary	Renae Osorio and Bekah Grim	Maple Grove Senior	Dennis Laugersweiler, Jacob Dye, and Mary Cherico
Fair Oaks Elementary		Osseo Senior	
Fernbrook Elementary	Paul Moretto and Natasha Lyons	Park Center Senior	Anquinetta Blatz
Garden City Elementary		Osseo Area Learning Center	
Oak View Elementary		279Online	
Palmer Lake Elementary			
Rice Lake			

Elementary			
Rush Creek Elementary	Jenna Colvin Tyla Sullivan		
Weaver Lake Elementary	Abram Hedtke Calvin Fort		
Woodland Elementary			
Zanewood Elementary			

Community:	ESC Staff:
Rose Tonn	Dr. Jill Kind
Emily Thompson	Jill Lesne
School Board:	
Erica Foster	Keith Tate

Introduction

Final Report and Recommendations of the District Planning Advisory Council 2025-2026

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 2025-2026 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 2024-2025

1. We recommend that the district extend the length of the school day across all grade levels districtwide.

Progress:

At this time, the length of the day remains the same.

2. We recommend that the district implement a strengths-based approach like the [BARR](#) program in all middle schools district-wide.

Progress:

At this time, middle school programming does not include a program like BARR.

Recommendation #1: Increased Interventionists

We recommend the District prioritize General Fund resources to expand the interventionist team, ensuring roles are centrally managed by the Department of Learning & Achievement to drive instructional consistency and equitable resource distribution.

Committee Activities

The District Planning Advisory Committee engaged in a variety of activities throughout the course of the 2025–2026 school year. This year, the committee took a mixed-methods approach to identify opportunity areas in the Osseo Area Schools (OAS). Committee members provided feedback on what they desire to learn more about to better support their students' success. The committee reviewed the Comprehensive Achievement and Civic Readiness data as a way to help shape the topics for consideration. The committee also studies the MnMTSS implementation and intervention efficacy data.

Alignment with Strategic Direction:

Strategic Direction	Interventionists Contribution
Culture of Achievement	Provides content-rich, individualized pathways for families to support student learning at home.
Systemic Equity	Addresses the cumulative deficit by deploying specialists based on real-time student data
Operational Innovation	Replaces fragmented pieces with a high-accountability, centrally managed system.

Alignment with Comprehensive Achievement and Civic Readiness:

- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

The Rationale

- **Ensuring Instructional Equity:** Centralized management through the Department of Learning & Achievement ensures that interventionists are positioned based on real-time student data rather than building-level budget constraints. This guarantees that a student's zip code doesn't determine the level of support they receive.
- **Scalable Impact through Data Oversight:** A central oversight model allows for District-wide data analysis. The Department of Learning & Achievement can identify which interventions are yielding the highest "Return on Instruction" and pivot resources quickly to areas showing the greatest need.
- **Driving Curricular Consistency:** By moving these roles under a single department, the District can standardize evidence-based practices (such as Science of Reading or MTSS frameworks). This prevents "instructional drift" and ensures that Tier 2 and Tier 3 supports directly reinforce Tier 1 classroom instruction.
- **Sustainable Financial Planning:** Shifting these positions to the General Fund reduces the District's reliance on fluctuating federal grants or "one-time" funding. This provides the professional stability necessary to attract and retain high-quality specialists who can build long-term relationships with students and families.

Research to Support Recommendation

- *Exceptional Impact of Response to Intervention (RTI)*: John Hattie's meta-analysis identifies Response to Intervention as one of the most effective strategies in education, with an effect size of $ES = 1.29$. This is more than triple the hinge point of 0.40 which represents a typical year of growth. Eliminating the 19 ADSIS-funded positions would directly remove the district's primary mechanism for delivering this high-impact intervention (Hattie, 2023).
- *Combatting the "Matthew Effect" (Cumulative Deficit)*: Research into the Science of Reading emphasizes that without early, targeted intervention, the gap between strong and struggling readers widens exponentially, a phenomenon known as the Matthew Effect. Centrally managed interventionists ensure that support is deployed based on real-time data to stop this deficit before it becomes a permanent barrier to graduation (Stanovich, 1986; Castles et al., 2018).
- *Collective Teacher Efficacy*: Hattie's research ranks Collective Teacher Efficacy as the #1 influence on student achievement ($ES = 1.57$). A centralized Interventionist Playbook (as proposed in Phase 1) fosters this efficacy by ensuring all interventionists and classroom teachers share a common language, data set, and instructional strategy, rather than working in building-level silos (Hattie, 2012; Eells, 2011).
- *Intervention*: The deployment of interventionists for matched support is supported by research showing that small group learning ($ES = 0.47$) and Direct Instruction ($ES = 0.59$) are significantly more effective for struggling learners than one-size-fits-all classroom instruction (Hattie, 2009).
- *The Risk of Fragmented Funding*: Research into sustainable school improvement suggests that reliance on one-time or fluctuating grants (like ADSIS) creates programmatic incoherence (Newmann et al., 2001).

How can this be operationalized?

Phase 1: Plan: We will define the formal partnership between Learning & Achievement and site leaders. This includes determining the financial

transition plan and establishing the "Interventionist Playbook"—a policy manual that guarantees instructional consistency across the District.

Phase 2: The Build We will focus on hiring and training interventionists for math and literacy at both the elementary and high school levels. During this phase, we establish the hierarchy: interventionists are accountable to L&A for *how* they teach, while collaborating with principals on *where* and *when* they serve.

Phase 3: Execute: Interventionists are deployed with a mandate for matched support. We move away from one-size-fits-all help toward targeted, data-driven support. Interventionists perform frequent progress monitoring to ensure the student is responding to the current method.

Phase 4: Evaluate We don't wait for end-of-year test scores to see if we've succeeded. We implement a feedback loop including:

- Fidelity Checks: Observing the cohesion between classroom and intervention.
- Teacher & Student Surveys: Assessing the student experience, because kids stay in school when they feel successful.
- Frequent Reevaluation: If a method isn't working based on the data within 4–6 weeks, we pivot.

References

[What Works Clearinghouse:](#)

[Significant Growth in Reading Achievement for Early Elementary Students Supported with Intervention Plans at Sidney City Schools, OH: A Case Study](#)

[What We Think About Intervention — New Solutions K12](#)

[Evaluation of Response to Intervention \(RtI\) Practices for Elementary School Reading | MDRC](#)

Recommendation #2: Caregiver Academy

We recommend that the District establish a Caregiver Academy to provide structured engagement opportunities and resources for families, specifically designed to enhance student academic outcomes and social-emotional learning. This builds off of the work of the Family and Community Engagement department and the Multilingual team.

Committee Activities

The District Planning Advisory Committee engaged in a variety of activities throughout the course of the 2025–2026 school year. This year, the committee took a mixed-methods approach to identify opportunity areas in the Osseo Area Schools (OAS). Committee members provided feedback on what they desire to learn more about to better support their students' success. The committee reviewed the Comprehensive Achievement and Civic Readiness data as a way to help shape the topics for consideration.

Alignment with Strategic Direction:

Strategic Priority	Academy Contribution
Culture of Achievement	Provides content-rich, individualized pathways for families to support student learning at home.
Inclusive Participation	Ensures communication is timely, relevant, and accessible to <i>all</i> community demographics.
Systemic Equity	Actively addresses disparities by providing the hidden curriculum of school success to every family.

Operational Innovation	Creates a sustainable, centralized system for resource distribution and stakeholder feedback.
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Alignment with Comprehensive Achievement and Civic Readiness:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

The Rationale

- Closing the Opportunity Gap: Research consistently demonstrates that high-quality family engagement is a primary driver of student success. By providing structured engagement, the District empowers caregivers as co-educators, directly correlating to improved literacy and numeracy outcomes.
- Equitable Access to Resources: This initiative ensures that all families, regardless of their background or previous experience with the educational system, have a clear, accessible pathway to the tools and information needed to navigate the District's academic expectations.
- Preventative vs. Reactive Support: Equipping parents with training early in the school year (or early in a child's developmental stage) allows for proactive intervention at home, potentially reducing the future need for intensive academic or behavioral interventions.
- Holistic Student Support: Academic success does not happen in a vacuum. Providing resources for "social-emotional learning" (SEL) at

home ensures that students have a consistent support system, reducing behavioral incidents and improving the overall school climate.

- **Strengthening District-Community Partnerships:** A Caregiver Academy moves beyond passive communication (newsletters/emails) to active partnership. This fosters a sense of belonging and trust within the community, which is essential for long-term District stability and support for future initiatives.

Research to Support Recommendation

- *The Home Environment Influence:* Hattie's research indicates that the home environment and parental involvement have significant effect sizes ($ES = 0.52$ and $ES = 0.50$, respectively). A Caregiver Academy directly addresses these variables by providing families with the hidden curriculum of school success (Hattie, 2023).
- *Closing the Engagement Gap:* Research by Mapp and Henderson (2022) identifies that "structured engagement" is necessary to move beyond passive communication. This aligns with the strategic direction of inclusive participation.
- *Accessibility and Equity:* Research on the digital divide suggests that a "high-visibility, user-centric digital portal" is essential for modern equity. Providing content in multiple formats (virtual/in-person) and languages ensures that "zip code doesn't determine the level of support," aligning with the district's Systemic Equity priority (Gorski, 2018).

How can this be operationalized?

This work will strengthen the partnership between Family and Community Engagement, Student Services, the Department of Educational Equity, and the Learning & Achievement teams. This integrated approach ensures that every resource we provide is pedagogically sound, culturally responsive, and aligned with our district-wide goals.

Phase 1: Plan

Success begins with an intentional roadmap. During this phase, internal departments will collaborate to review existing resources, identify service gaps, and define the desired state.

- *Gathering Information:* The team will gather input from various groups, including District Advisory Committees, community leaders, and site-based educators, to ensure the Academy's curriculum addresses the actual, lived needs of our families.
- *The Blueprint:* This phase concludes with a finalized delivery plan that outlines specific roles, responsibilities, and a timeline for the district-wide rollout.

Phase 2: Build

Build a high-visibility, user-centric digital portal hosted on the District website. This is more than just a webpage; it is a centralized repository of vetted academic and SEL resources.

- *Accessibility First:* The site will be designed for maximum ease of use, ensuring that essential tools are never more than two clicks away.
- *Rigorous Testing:* Before going live, conduct user-experience testing with a diverse group of families to ensure the interface is intuitive for all users, regardless of their technical proficiency or primary language.

Phase 3: Run

The Academy moves from concept to reality through a dual-delivery model:

- *Static & Dynamic Content:* Core foundational content (e.g., "How to use Chromebooks") will be permanently available, while time-sensitive modules (e.g., "Preparing for Trimester 1 Conferences" or "Summer Learning Loss") will be updated seasonally.
- *High-Touch Engagement:* A consistent calendar of live webinars and in-person seminars.

- *Strategic Communication:* A multi-channel marketing plan will ensure that caregivers and community partners are not just informed, but invited into the process.

Phase 4: Feedback, Evaluate, Assess

- Multimodal Feedback: Utilize a mix of quantitative data (participation rates, website traffic, and click-throughs) and qualitative insights (focus groups and post-seminar exit interviews).
- The Feedback Loop: Insights gained from the bi-annual Family Stakeholder Survey and testimonial data will be directly applied to Phase 1 of the next cycle. This ensures the Academy remains a dynamic, evolving resource that adapts as the needs of our student population change.

Potential topics

- Focus on:
 - Supporting academic success, child development
 - Health/Wellness
 - Advocacy/Leadership
 - Family support
- Curriculum overview for all grade levels. What are the grade level outcomes?
- Webinars/Seminars for caregivers. Offered in-person and virtually.
 - How to make the most out of conferences.
 - Preparing kids for summer learning.
 - Kindergarten readiness.
 - Held on a Trimester basis
- Central repository for resources:
 - Technologies used
 - Chromebook resources
 - Educational assistance benefits
- Extra enrichment
 - Reading materials
 - Activity books

- Kahn Academy
 - Raz Kids
- Track metrics
 - Website traffic
 - # of unique downloads and click
 - # of Educational Benefit applications submitted
- Marketing Plan
 - Testimonials

References

<https://www.dist50.net/page/parent-university>

<https://www.kcpublicschools.org/families/parent-university>

<https://teachercast.net/edtech/ultimate-guide-parent-university/>

https://www.educationworld.com/a_admin/admin/admin381.shtml

<https://idabwells-k8.scsk12.org/parents-students/virtual-parent-university>

<https://www.nps.k12.nj.us/parent-university/>

<https://www.parentuniversity.org/blank-1>

<https://www.cps.edu/services-and-supports/parent-engagement/parent-university/>

<https://www.cps.k12.ny.us/page/parent-university>

Previous Recommendations

Recommendations from 2024-2025

3. We recommend that the district extend the length of the school day across all grade levels districtwide.
4. We recommend that the district implement a strengths-based approach like the [BARR](#) program in all middle schools district-wide.

Recommendations from 2023-2024

1. We recommend expanded extracurricular opportunities across the middle school to include a common set of offerings across all middle schools.
2. We recommend that the district lay the foundation for AI integration in the classroom and provide staff and students with the resources to develop the knowledge, skills, and confidence to leverage technology effectively. We recommend that this integration is delivered via a multi-year plan.
3. We recommend that the district leverage the power of AI-enabled data analytics to more effectively identify data correlations, as well as predictive analytics capabilities.
4. We recommend that the District implement a credit-based, standalone college and career readiness course required for graduation to ensure scholars are college and career ready after high school.

Recommendations from 2022-2023 (Combined recommendations from all subcommittees)

1. 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.
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.
3. We recommend that Osseo Area Schools increase support to district mentorship programming and align the three current mentorship

tracts for a more cohesive mentorship program across the district.

4. We recommend that Osseo Area Schools continue to expand current Career & Technical Education (CTE) offerings.
5. 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 clinics.
6. We recommend increased communication, awareness, and academic counseling around CTE courses and pathways particularly for students and families prior to course registration.
7. 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.
8. We recommend a comprehensive review of the recruitment and retention strategies and policies in place, and the supporting mechanisms.

Recommendations from 2021-2022

1. 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.
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.
3. We recommend that Osseo Area Schools increase support for new teachers through expanding district mentorship programming and aligning the current three mentorship tracts for more district-wide cohesion.
4. We recommend that Osseo Area Schools continue to expand current Career & Technical Education (CTE) offerings.

Recommendations from 2020-21

1. 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.
2. 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.
3. We recommend that Osseo Area Schools require the effective utilization of culturally responsive instructional materials with students, the delivery of culturally responsive instructional practices in all content areas, and the facilitation and fostering of culturally responsive interactions among teachers, students, and families in any school setting.

Student Services Subcommittee

Recommendations from 2023-2024

1. We recommend that the district pursue a partnership with a mental health agency that specializes in training practitioners to become culturally sensitive in their practice. This would include training for all School Psychologists, School Counselors, and School Social Workers.

Recommendation from 2022-2023

1. We recommend Osseo Area Schools explore the possibility of creating a school-based clinic within Osseo Area School boundaries in partnership with an existing healthcare provider.
2. We recommend Osseo Area Schools explore creative and sustainable ways to increase or at a minimum not decrease the current staffing parameters for the following groups: school psychologists, school counselors, and school social workers.

Recommendation from 2021-22

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

Recommendation from 2020-21

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.

Data and Assessment Subcommittee

Recommendations from 2022-2023

1. We recommend changing the hiring timeline in order to hire new teachers earlier into our district and retain teachers that are designated “reduction in force” due to staffing or budgeting.
2. We recommend hiring an additional teacher mentor to support new teachers. We also recommend implementing a mentoring program that includes: 1) grade level and content mentors and 2) mentorship for year 2 and 3 teachers.
3. We recommend the assurance that all students have access to high quality curriculum and a safe environment conducive to learning.

Recommendations from 2021-22

1. We recommend increased communication, awareness, and academic counseling around CTE courses and pathways particularly for students and families prior to course registration.
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.
3. We recommend a comprehensive review of the recruitment and retention strategies and policies in place, and the supporting mechanism.

Recommendations from 2020-21

1. 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.



2. Conduct a root cause analysis and then develop or connect strategies to issues identified as root causes of inequitable distribution of “Effective Educators” across District 279.

2025-2026
DPAC Meetings

Date / Time	Group	Room
Monday, 10/6/25 6:30 PM – 8:00 PM	Full DPAC Meeting	ESC, Board Room
Monday, 11/10/25 6:30 PM – 8:00 PM	Committee meeting	ESC, Forum Room
Monday, 12/01/25 6:30 PM – 8:00 PM	Committee meeting	ESC, Board Room
Monday, 1/12/26 6:30 PM – 8:00 PM	Committee meeting	ESC, Forum Room
Monday, 2/09/26 6:30 PM – 8:00 PM	Committee meeting	ESC, Forum Room
Monday, 3/09/26 6:30 PM – 8:00 PM	Committee meeting	ESC, Forum Room
Monday, 4/06/26 6:30 PM – 8:00 PM	Committee meeting	ESC, Forum Room
Monday, 5/18/26 6:30 PM – 8:00 PM	Full DPAC Meeting – Final Approval of Report Draft	ESC, Forum Room
Tuesday, 5/19/26 6:30 PM – 8:00 PM	School Board Presentation of Final Report	ESC Board Room
	Full DPAC Debrief and Celebration	L&A Area