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| Agenda Independent School District 279 School Board | Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, March 7, 2023 6:00 PM |
|---|---|

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

This regular meeting of the Osseo School Board is being conducted the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/info-center/school-board (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:00 p.m. Welcome and purpose
Tanya Simons, Board Vice Chair
2. 6:05 p.m. Check in
Cory McIntyre, Superintendent
3. 6:10 p.m. Brooklyn Bridge Alliance Update 3
Bryan Bass, Assistant Superintendent of Equity and Achievement and Rebecca Gilgen, Executive Director, Brooklyn Bridge Alliance for Youth
4. 6:30 p.m. Concurrence with American Indian Parent Advisory Committee/American Indian (AIPAC/AI) Budget Review 33
Duane Wardally, Director of Educational Equity and Ethan Neerdaels, Coordinator of Indian Education
5. 6:45 p.m. Monitoring Report: Strategic Direction C Initiatives 43
Bryan Bass, Assistant Superintendent of Equity and Achievement; Robin Gunsolus, Director of Learning and Assessment; Tom Watkins, Coordinator of Data and Assessment; Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment; and Gao Thor, Data and Asses
6. 7:15 p.m. District Communication Plan Update 67
Kay Villella, Director of Community Relations
7. 7:45 p.m. 1-year Board Calendar Review
Cory McIntyre, Superintendent
8. 8:00 p.m. Adjournment
Tanya Simons, Board Vice Chair

To accommodate individuals with disabilities, this material will be made available in alternative formats upon request. Individuals with disabilities are invited to request reasonable accommodations to participate in or attend a district activity, call your local school or the school district at least seventy-two (72) hours in advance (two-week notice preferred). Members of the public can view and download School Board meeting notices and regular meeting agendas and materials from the district website www.district279.org, under "Info Center > School Board."



Brooklyn Bridge
ALLIANCE
FOR
YOUTH

Osseo Area Schools Board of Directors

March 7, 2023

Mission and Strategies

To coordinate a system of high-quality, accessible and fully resourced opportunities that lead to an increase in high school graduation, pathways to college and career, and youth safety and well-being.

1. Expand **YOUTH ENGAGEMENT**
2. Increase **EQUITABLE ACCESS** to opportunity
3. Maximize use of public/private **RESOURCES**
4. Increase **QUALITY** of opportunities
5. Increase **COORDINATION** to maximize impact



2022 Youth to Youth Survey

Biennial, Statistically Significant,
Youth Participatory Action Research
that shapes our work

N=473 youth ages 10-19



2022 Youth to Youth Survey Findings

1. Ongoing Impact of the COVID-19 Pandemic.

A little over half (52%) of youth reported that they still felt the impacts of the COVID-19 pandemic. The top ways that they felt the impact were:

- ❖ falling behind academically during online schooling,
- ❖ their social relationships were not back to normal,
- ❖ poor mental health, and
- ❖ difficulty re-adjusting to school in-person.

The disaggregated data shows that some groups of youth (female, older, LGBTQ+) have been affected by the COVID-19 pandemic more than others.

2022 Youth to Youth Survey Findings

2. Goals and Dreams.

Youth's top goals and dreams

- ❖ financial stability,
- ❖ good physical health,
- ❖ getting into a career of their choosing, and
- ❖ good mental and emotional health

The top concerns or worries that block youth from realizing their goals include

- ❖ a lack of confidence in themselves,
- ❖ not having enough money or resources,
- ❖ not having enough time, and
- ❖ poor mental health.

Students who qualified for free/reduced lunch, female youth, and LGBTQ+ youth had more concerns about reaching their goals than their peers.

Youth said they most needed encouragement and acceptance, financial support, guidance and mentoring, and support toward their goals.

2022 Youth to Youth Survey Findings

3. Activity and Program Participation.

Eighty-five percent (85%) of youth said that they participated in an activity or program this past year. The top activities were:

- ❖ sports,
- ❖ employment,
- ❖ school sponsored activities or clubs, and
- ❖ volunteer opportunities,

which were consistent with previous surveys.

Many youth responded that their involvement in these activities was helpful for them reaching their goals or providing support for their personal lives.

This participation data reflects that **15% are NOT** getting access to opportunities that can connect them to places of ***belonging, guidance and mentors, skills learning, etc. that will support them in reaching their goals and dreams.***

2022 Youth to Youth Survey Findings

4. Youth Engagement.

The majority of youth surveyed indicated they were either interested in being involved or already involved in being a part of making decisions that affect their lives

- ❖ in their schools (63%),
- ❖ in their communities (61%), or
- ❖ in their cities (51%).

Groups such as female, LGBTQ+, low-income, and BIPOC youth were *more inclined to be involved* in decision-making spaces than their peers.

2022 Youth to Youth Survey Findings

5. Positive Mental Health.

This survey piloted a new assessment for positive mental health that revealed youth struggled most with:

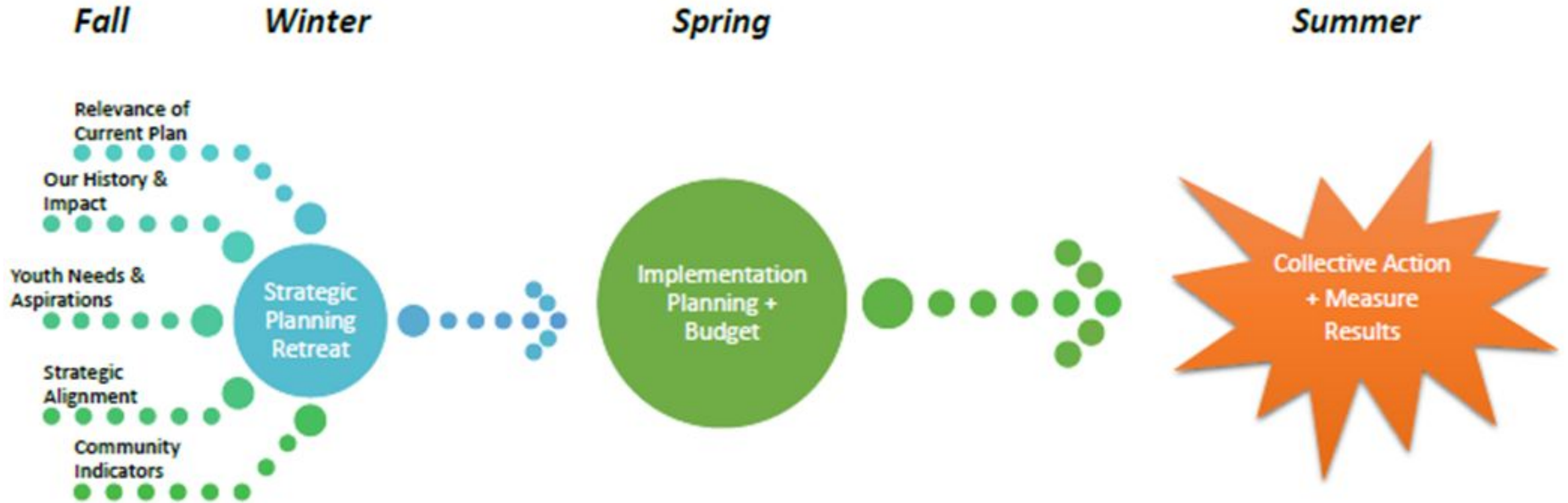
- ❖ having hope for their community's future,
- ❖ having a purpose or something important to contribute,
- ❖ belonging to a community, and
- ❖ feeling self-love.

LBGTQ+ youth especially had the most concerns about mental health issues.

The top suggestions to help youth have better positive mental health were:

- ❖ decreasing the amount of stress and pressure put on youth,
- ❖ equipping them with the skills for maintaining positive mental health,
- ❖ providing them with mental health services, resources, and guidance, and
- ❖ surrounding youth with positive energy, encouragement, and acceptance.

BBAY Strategic Planning Roadmap



Emerging strategic directions



Partner with youth to take action

- Build cross-systems leadership to advance BBA's mission
- Build intentional youth partnerships
- Adapt practices to include all youth
- Support youth-decided future readiness



Develop adult capacity to respond

- Clarify and specify partner expectations
- Create intentional learning and connection about equity
- Use data with a bent toward action and centering equity



Reimagine Black Youth Mental Health

Demonstrating effective policies to promote Black youth mental health



Overview

Purpose:

- ❖ Shift the narrative around Black youth mental health across the Brooklyn
- ❖ Strengthen the ecosystem of support for Black youth mental health in the Brooklyn
- ❖ Change the conditions that harm Black youth and their wellbeing as opposed to just giving them coping skills while they are continually harmed

Process:

- ❖ A Black-centered, youth-led, community-driven path to change
 - Identify (create) and analyze potential policies
 - Implement (demonstrate) policy changes in three different settings (cities, schools, county, community, faith-based setting), that would contribute to and sustain Black youth wellbeing

MH Components We Intend to Impact

A decorative graphic on the right side of the slide features several white-outlined lightbulbs of various shapes and sizes hanging from thin white lines. The background is a solid yellow color. Some lightbulbs are surrounded by small, white, starburst-like sparkles, suggesting ideas or inspiration.

1. **Sense of belonging** (social integration): connection to structures and relationships that support sense of belonging
2. **Social competency** (emotional stability): ability to build relationships, navigate peer pressure, appreciate other people's feelings
3. **Parent and peer relationships:** supportive and loving connections
4. **Personal growth:** feeling like you have something to contribute, supports planning for a future
5. **Empowerment:** opportunities for autonomy and decision-making, feeling valued and appreciated
6. **Positive identity:** feeling good about yourself overall, understanding your role in purpose

Approach

- ❖ *We won't ignore trauma, grief, stress, other aspects of unwellness- especially as it is situated in the context of systemic and interpersonal racism.*
- ❖ *We will simultaneously illuminate health - what is good and working in Black lives, what gives hope and life, what must be acknowledged and watered.*

What we ask determines what we find.

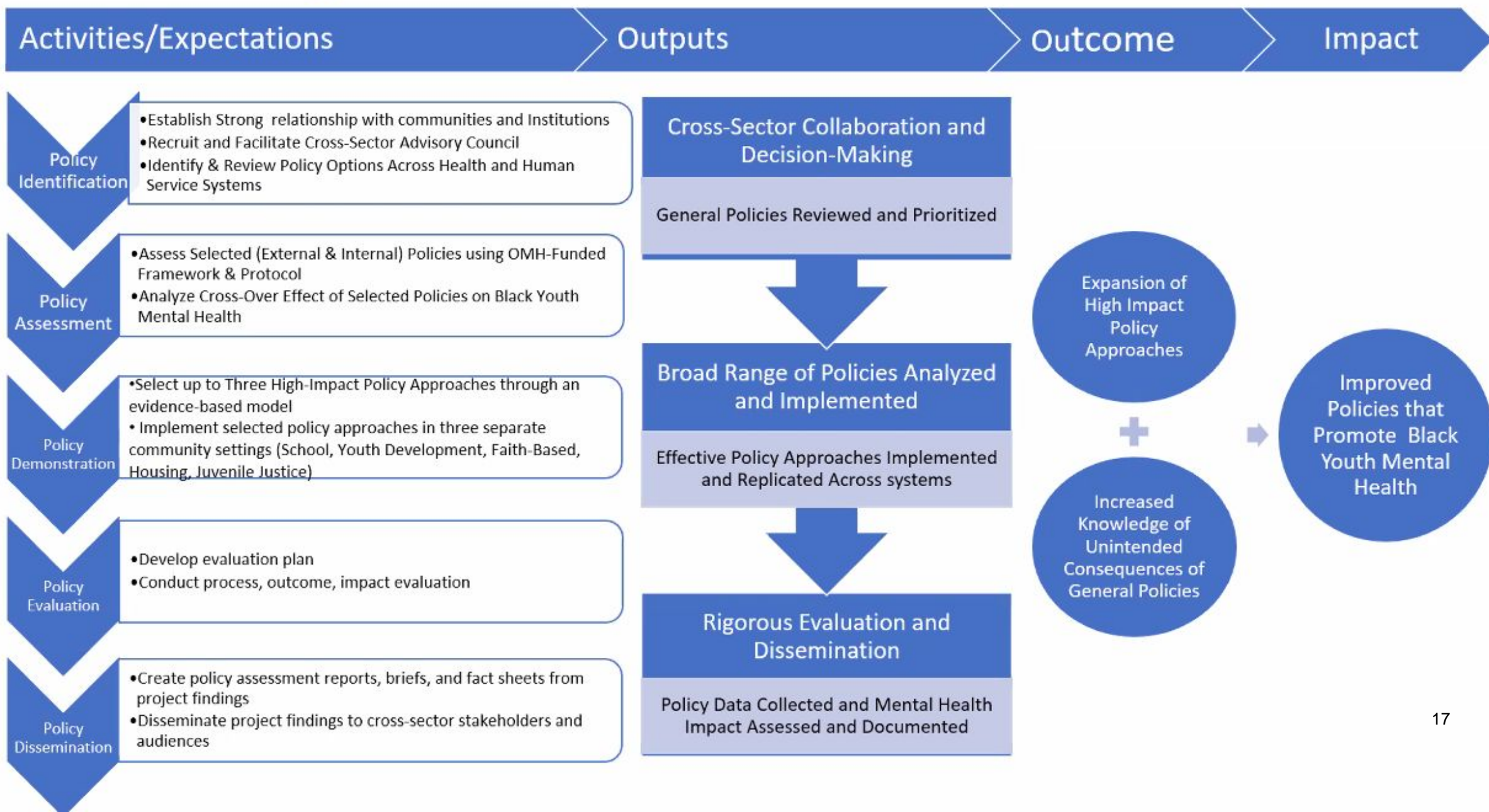
What we find determines how we talk.

How we talk determines what we can imagine.

What we can imagine determines what we achieve.

- ❖ There is already greatness in all people and communities
- ❖ Finding and studying that greatness can offer one pathway to solutions.
- ❖ Stories are a key source of insight.

Demonstrating Effective Policies To Promote Black Youth Mental Health





The First Six Months



Launch (and continue to build) the Advisory Council:

- ❖ The Advisory Council is the collective of people who will help move this work forward (under the direction of young people and the community)
- ❖ First meeting was February 2nd, next meeting is March 14th
- ❖ Youth-only space every other Thursday starting March 9th
- ❖ Relationship-building across “the ecosystem”
- ❖ Ensuring representation and readiness
 - Magnitude of the diaspora, the systems, and mental health



Raise Community Awareness:

- ❖ Heighten the visibility of the work in transparent ways
- ❖ Begin the narrative shifting and sharing work

Open Space Policy Identification Event:

- ❖ Protect, engage, empower Black youth





Youth OnBoard

Equity through youth voice, leadership and participation at decision making tables

Youth OnBoard



YOUTH
ONBOARD!

Brooklyn Bridge Alliance For Youth

1. Identifies Commissions, Advisories, and Committees (Decision-making Tables) where decisions are made that impact youth
2. Provides readiness assessment and inclusion training for adults
3. Provides on-boarding training for emerging leaders, so they can effectively engage and provide input that strengthens 'table' efforts, and
4. Matches young adults 14-24 (Emerging Leaders) in the community with leadership opportunities and decision-making tables
5. Assists with ongoing maintenance for these process shifts on boards, commissions, and leadership tables

Youth on Board Update

| | EMERGING LEADERS <i>Target</i> | EMERGING LEADERS <i>Actual</i> | TABLES <i>Target</i> | TABLES <i>Actual</i> |
|----------------|---|---|---------------------------------|---------------------------------|
| Engaged | 150 | 100 | 30 | 12 |
| Ready | 35 | 29 | 10 | 8 |
| Active | 30 | 28 | 9 | 6 |

Decision Making Tables

Confirmed & In-Progress

- City of Brooklyn Park
 - Recreation and Parks Commission
 - Human Rights Commission
 - Planning
 - Budget
- Brooklyn Center School Board
- Hennepin County Library Board Youth Advisory
- Women's Lead, Non-profit
- BBAY
 - Joint-Powers Board
 - Youth Council
 - Reimagine Black Youth Mental Health Advisory

“Including youth in decision making is essential to developing policies, programs and solutions that have positive lasting impacts. Youth also bring open minds not bogged down by past conventions, their voices add the authenticity, optimism, energy, and creativity needed to develop innovative, culturally appropriate solutions.”

- City of Brooklyn Center Mayor April Graves, BBAY Chair

Youth on Board Priorities 2023

- ❖ Expand the number of decision making tables ready to share power with those who are impacted by the decisions they make.
 - What other city, school, county etc. advisories, task force, committees need youth voice?

- ❖ Engage more young people who are impacted
 - Across the Black diaspora
 - Young adults 18-24
 - Low income, BIPOC, Renters, Country Involved, Immigrant
 - Youth who want to respond to the issues they directly experience

“Diverse perspectives make for better solutions, and involving the voices of those who would otherwise be subjects of the conversation, matters. The time and place for youth voice is here and now, and our board is better for it.”

- County Commissioner Jeff Lunde, BBAY Vice-Chair



United Brooklyn Anti-Hate Campaign

The Crew

Shuixin Xiang – PCHS, '24

Mercy Nyamao – OSH, '24

Lisa Amanor – CPHS, '22

Sofiat Adewale – BCHS, '23



Who are we

We are United Brooklyns, a youth-led anti-hate campaign partnering with the city of Brooklyn Park to raise awareness around the impacts of hate-related bullying, hate crimes, and hate incidences, to empower youth and community around reporting, and to inform on how to be an active bystander. We believe this work is important because we want all the members in our Brooklyns community to feel welcome and accepted as well as aware how they can contribute to making their community a safer place.

- Informational interviewing with youth and youth-serving
- Partnering with local artists
- Partnering with school and city partners



Interviewee demographics (Summer 2022)

| Interviewee Demographics | # of Youth | % |
|--------------------------------|------------|-----|
| Gender | | |
| Female | 14 | 61% |
| Male | 8 | 35% |
| Non-binary | 1 | 4% |
| Cities Represented | | |
| Brooklyn Center | 5 | 22% |
| Brooklyn Park | 14 | 61% |
| Other | 4 | 17% |
| Schools Represented | | |
| Champlin Park Senior High | 5 | 22% |
| Osseo Senior High | 5 | 22% |
| Park Center Senior High | 5 | 22% |
| Brooklyn Center Secondary | 2 | 9% |
| Robbinsdale Cooper High School | 2 | 9% |
| Other | 4 | 17% |

Effects of Bias



| How does this affect how you view your identity? | % |
|--|-----|
| Barriers to participation, opportunities | 30% |
| Youth have had to develop specific coping mechanisms | 30% |
| Youth feel/have felt self-hatred or that they don't belong | 30% |
| Hyperawareness in certain spaces | 26% |
| Feeling unsafe to leave home | 13% |

Effects of Bias



What is one thing you would want people to know about how biases against your identities have affected you?

%

It affects youth's sense of identity and expression of self

39%

It's harmful to youth mental health and productivity

35%

It devalues youth and they feel less than their peers

17%

If makes us unsafe

17%

Not every stereotype is true; important to understand people as individuals

13%

Anti-Hate Project Priorities 2023

- 1) Collaborate with Hennepin County's broader anti-hate initiatives with Safe Communities Department
- 2) Convene student and collaborate with student-led groups in high schools to further build on the following recommendations, and engage with school admin and leadership
- 3) **Advance these recommendations:**
 - a) Build capacity at City, for youth and community to report and have the city respond to instances of discrimination.
 - b) Schools become more transparent, and develop a response that ensures that youth feel safe at school.



Partnership 2023

Together we can advance positive mental health, belonging and improve student engagement at their schools and in their community.

- **Reimagine Black Youth Mental Health**
 - ◆ Connecting with all Black students to participate
 - ◆ Readyng our ecosystem to implement new policies
- **Youth OnBoard**
 - ◆ Connecting with students to engage/recruit.
 - ◆ Open up existing tables to include students, or create new 'youth-only' tables
- **United Brooklyns Anti-Hate Campaign**
 - ◆ Share results with the Districts GLBTQIA+ Advisory, Park Center and other student organizations
 - ◆ Receive and respond to the recommendations students make to create safer schools



Thank you



Annual Compliance Overview

[Minnesota Statutes, section 124D.78](#) requires Minnesota districts, charters, and tribal schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the statute cites that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

To be compliant with this statutory requirement, districts, charters, and tribal schools are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for American Indian Parent Advisory Committee members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

If the AIPAC finds that the district and/or school board have been meeting the needs of American Indian students, they issue a vote and resolution of concurrence. If they find that the district and/or school board have not been meeting the needs of American Indian students, they issue a vote and resolution of nonconcurrence. This vote is formally reflected on the annual compliance documents. Members of the AIPAC must present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to the OAIE.

Completing and Submitting the Documents

The following items are required when submitting annual compliance:

- ✓ The annual compliance/vote of concurrence or nonconcurrence document.
- ✓ The AIPAC resolution document.
- ✓ The AIPAC roster and district employee sign-in sheet (available to download on the OAIE webpage).
- ✓ The American Indian Education Aid Program Plan Review.

All items are fillable PDF forms. When completing, remember to:

- Include the district or school name and identifying number.
- Place a check mark or X next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required. **Digital signatures are accepted.*
- Use the drop-down menu in the roster to select the appropriate committee member options.

The District or School Does Not Have an AIPAC:

Districts or schools that do not have an AIPAC are still required to complete this paperwork.

- Place a check mark or X next to “Does Not Have an AIPAC”.
- Obtain the signature of the superintendent or charter/tribal school director and the school board chair. The resolution page is not required.

Submission Deadline:

Email all required items **by March 1** to: MDE.AnnualCompliance@state.mn.us

Annual Compliance/Vote of Concurrence or Nonconcurrence

District, Charter, or Tribal School Name: ISD 279 Osseo Area Schools

The American Indian Parent Advisory Committee Vote

The AIPAC Issued a Vote of Concurrence

Date of Concurrent Vote: 2/22/23

Date the AIPAC presented to the school board: 3/7/23

The AIPAC Issued a Vote of Nonconcurrence

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of Indian Education.

Date of Nonconcurrent vote: _____

Date the AIPAC presented to the school board: _____

Date the written response from the school board is due: _____

The District/School Does Not Have an AIPAC

The district has not yet formed an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes, section 124D.78. By signing below, the district/school leadership commits to working with the Office of American Indian Education on committee formation.

Required signatures

**Digital signatures are accepted*

School Board Chairperson *Date*

Superintendent or Charter/Tribal School Director *Date*

AIPAC Chairperson *Date*

The American Indian Parent Advisory Committee Resolution

WHEREAS, the school board or district has an AIPAC composed of parents/guardians of American Indian children who are eligible for Indian education programs, American Indian language and culture teachers and paraprofessionals, American Indian teachers, American Indian counselors, American Indian adults enrolled in educational programming, and American Indian representatives from community;

WHEREAS, the school board or district affords the AIPAC the necessary information and the opportunity to effectively express their views concerning all aspects of American Indian education and the educational needs of the American Indian children enrolled in the school(s) and program(s); and,

WHEREAS, the AIPAC is directly involved with and advises the school board and district staff on Indian Education program planning; and,

WHEREAS, the AIPAC develops and submits recommendations to the school board and district staff pertaining to the needs of American Indian students.

THEREFORE BE IT RESOLVED, that the AIPAC concurs that the school board and district are compliant with Minnesota Statutes, section 124D.78, and that the school board and district are meeting the needs of American Indian students.

 X **We, the American Indian Parent Advisory Committee**, issue a **Vote of Concurrence**. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students; **or**,

 We, the American Indian Parent Advisory Committee, issue a **Vote of Nonconcurrence**. We attest that the school board and/or district are not compliant with Minnesota Statutes and that the school board and/or district are not meeting the needs of American Indian students. We have provided written recommendations for improvements to the school board, and we acknowledge that the school board has 60 days from the receipt of these recommendations in which to respond, in writing, to each recommendation.

AIPAC Chairperson Printed Name and Signature

Date

2023

OSSEO AREA SCHOOLS

ISD  279

Achievement and Integration

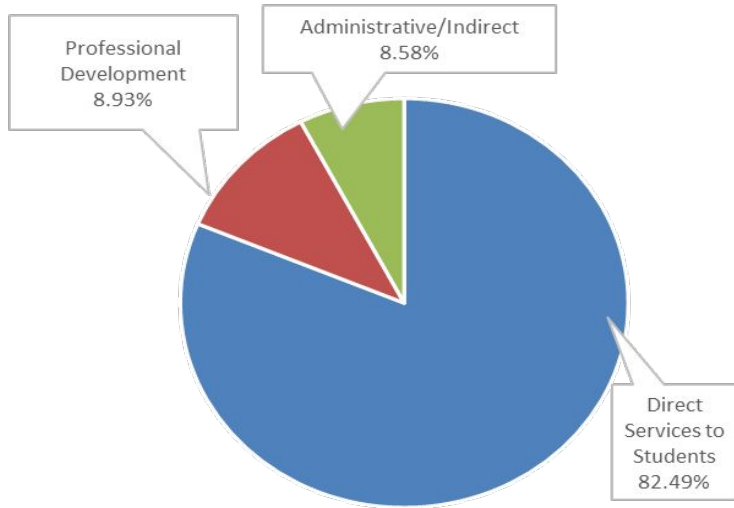
School Board Work Session March 7, 2023

Outcomes of Presentation

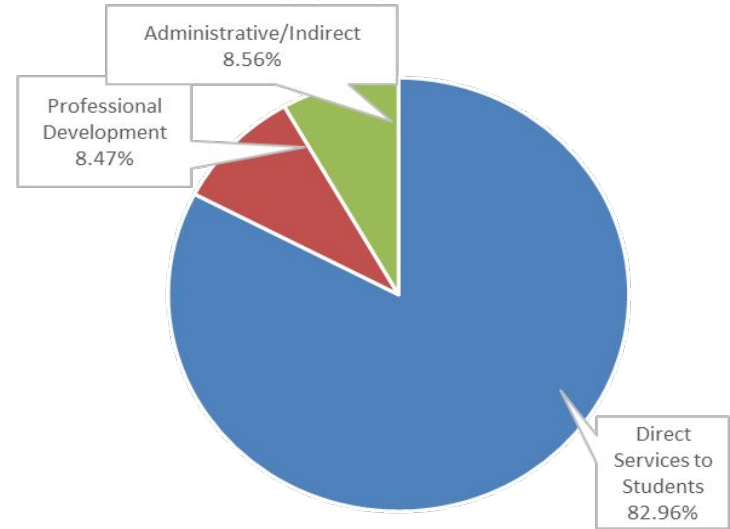
School board will:

- ▶ Review A&I 2020 – 2023 plan
- ▶ Identify A&I 2024 – 2026 plan

FY23 Achievement & Integration Budget
\$4,963,062



FY24 Achievement & Integration Budget
\$5,125,744



| Expense Category | FY 2023 | FY 2024 |
|----------------------|-------------|-------------|
| Direct Services | \$4,093,922 | \$4,252,543 |
| Prof. Development | \$444,333 | \$434,219 |
| Administrative Costs | \$425,797 | \$438,893 |

A&I Programming / Budget Changes

| | | |
|--------------------|---|-----------------------|
| FY 2024 A&I Budget | | \$5,125,744.00 |
| FY 2023 A&I Budget | - | <u>\$4,963,052.00</u> |
| Total | | +\$162,692.00 |

A&I Plan Goals

1: Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

2: The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

3: The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

4: Increase graduation rate of American Indian students by 2% per year.

A&I Plan Strategies

1. Magnet Programming
2. NUA Programming and Site Implementation at Elementary Sites
3. AVID Implementation at select sites
4. District will participate in NWSISD sponsored student service opportunities
5. Leveraging community partnerships to strengthen programming
6. International Baccalaureate Programming
7. Partnering with Regional Centers of Excellence to strengthen programming
8. Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
9. Family Engagement and Empowerment
10. Comprehensive District Wide Equity Training and Support

OSSEO AREA SCHOOLS

ISD  279

Vision Card C

*Jenna Johnshoy- Aarestad, Tom Watkins, Gao Thor
and Robin Gunsolus*

December 6th, 2022

Presentation Outcomes

School Board members will:

- ▶ receive information on baseline data for the High Priority Initiatives for Strategic Direction C
- ▶ understand alignment of the operational plan to the vision card data collection



Vision Cards serve as critical data points toward the realization of the desired daily experience.

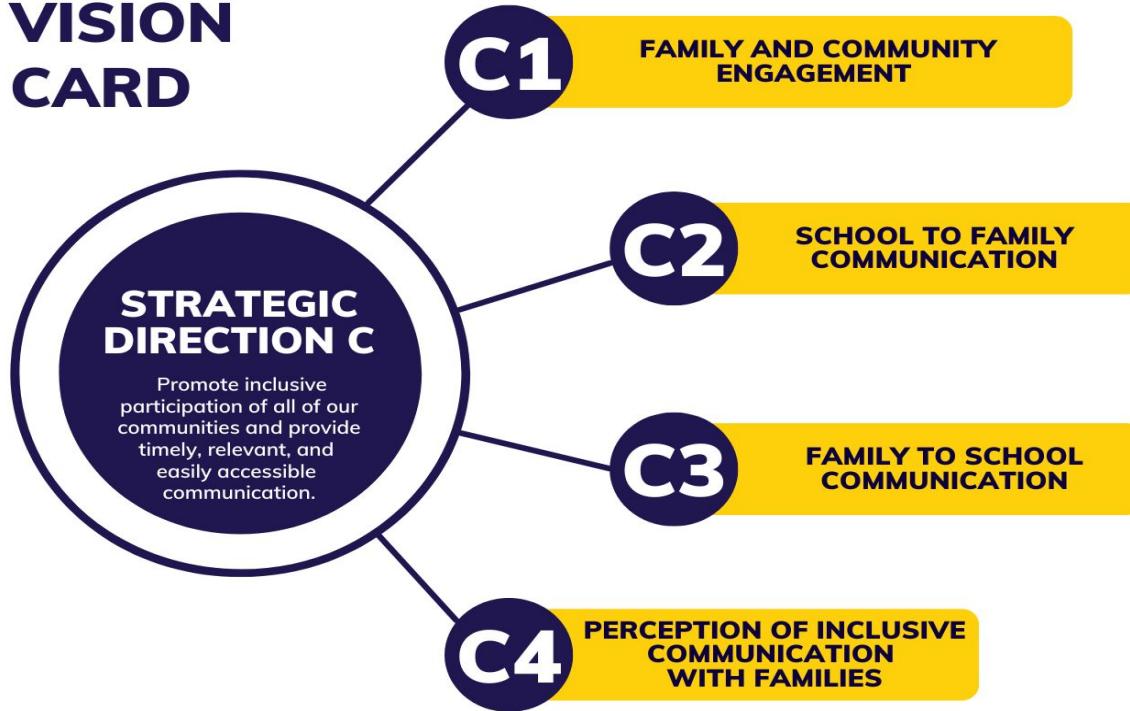


District Three Year Operational Plan

Work aligned with Strategic Direction C:

| Strategic Direction/Goal | Learning Work Initiatives <i>Research, testing and development of possible initiatives</i> | Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i> |
|---|---|--|
| <p><i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i></p> | <ul style="list-style-type: none"> ● Site Communication Tools - Best Practices ● Legislative Action Committee (LAC) ● Pilot and expand monthly family engagement experiences (FACE) | <ul style="list-style-type: none"> ● Districtwide Communication Plan - Yr 1 ● Family and Community Engagement Plan - Yr 2 ● Radically Investing in Each and Every Scholar's Excellence Committee (RISE) - Phase II ● AIPAC/American Indian Program Improvement |

VISION CARD



From Street Data: A Next Generation Model for Equity, Pedagogy, and Transformation.



Level 1 Satellite Data

Large grain size.

Illuminate patterns of achievement, equity, and teacher quality and retention.

Point us in a general direction for further investigation.



Level 2 Map Data

Medium grain size.

Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.

Point us in a slightly more focused direction.



Level 3 Street Data

Fine-grain and ubiquitous.

- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

C1. Family and Community Engagement

| Element | Indicators | Data Source | Intervene | Concern | Baseline | Progress | Vision | 2019 | 2020 | 2021 | 2022 |
|---------|-------------------------------------|--|-----------|-----------|-----------|-----------|--------|-------|-------|------|------|
| Process | C1. Family and Community Engagement | Advisory Committees - % of sites with representation | ≤ 78% | 79-84% | 85-90% | 91-96% | ≥ 97% | NA | NA | NA | 90% |
| | | FACE and RISE Events Participation Rate (participants/events) | ≤ 19.9 | 20.0-39.9 | 40.0-59.9 | 60.0-79.9 | ≥ 80.0 | NA | NA | 59.0 | 54.4 |
| | | Early Childhood Events Participation Rate (participants/events) | ≤ 19.9 | 20.0-39.9 | 40.0-59.9 | 60.0-79.9 | ≥ 80.0 | 11.0* | NA | NA | 44.9 |
| | | Title I Site Events Participation Rate (participants/events) | ≤ 14.9 | 15.0-24.9 | 25.0-34.9 | 35.0-44.9 | 45.0 ≥ | NA | 108.0 | 31.0 | 29.2 |
| | | Multilingual Events Participation Rate (participants/events) | ≤ 19.9 | 20.0-39.9 | 40.0-59.9 | 60.0-79.9 | ≥ 80.0 | NA | NA | NA | 45.8 |

* This number represents only ECFE events and participation

C2. School to Family Communication

| <u>Data Source</u> | <u>Intervene</u> | <u>Concern</u> | <u>Baseline</u> | <u>Progress</u> | <u>Vision</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> |
|---|------------------|----------------|-----------------|-----------------|---------------|-------------|-------------|-------------|-------------|
| TalkingPoints Messages Sent from Staff to Families per Student | ≦1.4 | 1.5-1.9 | 2.0-2.4 | 2.5-2.9 | ≧3.0 | NA | 2.3 | 9.4 | 2.2 |
| TalkingPoints Announcements Sent from Staff to Families per Student | ≦0.1 | 0.2 | 0.3 | 0.4 | ≧0.5 | NA | 0.4 | 1.7 | .3 |
| Blackboard overall message delivery rate | ≦74% | 75%-79% | 80-84% | 85-89% | ≧90% | NA | NA | NA | 84% |
| Blackboard translated message delivery rate | ≦1.9% | 2-4% | 5-49% | 50-89% | ≧90% | NA | NA | NA | 7% |
| Percent of Blackboard messages translated | ≦0.4% | 0.5-0.9% | 1.0 - 5.4% | 5.5-11.5% | ≧11.6% | NA | NA | NA | 1.3% |

Blackboard Messages

| Site/Message Purpose | # Messages | Communication Methods | | | | | |
|----------------------|------------|-----------------------|----------------|----------------|-----------------|---------------|----------------|
| | | Phone Calls | | Email Messages | | Text Messages | |
| | | % Delivered | % of All Phone | % Delivered | % of All Emails | % Delivered | % of All Texts |
| Elementary Schools | 2272 | 93% | 60% | 88% | 22% | 91% | 12% |
| Middle Schools | 656 | 93% | 14% | 84% | 15% | 92% | 7% |
| High Schools | 471 | 86% | 29% | 83% | 24% | 93% | 14% |
| ABE/OALC/OEC | 112 | 88% | 2% | 73% | 1% | 77% | 1% |
| District | 254 | 55% | 41% | 47% | 38% | 71% | 66% |
| Absence Reporting | 2432 | 93% | 40% | 79% | 12% | 92% | 24% |
| Bus/Transportation | 205 | 6% | 0.03% | 29% | 2% | 86% | 3% |
| Conferences | 88 | 95% | 3% | 85% | 6% | 91% | 1% |
| Translated | 58 | 9% | 3% | 4% | 1% | 7% | 1% |
| Other | 982 | 84% | 55% | 83% | 78% | 86% | 70% |
| Total | 3765 | 71% | 100% | 65% | 100% | 77% | 100% |

Vision Card C2 Blackboard Measures

| | Baseline | Vision |
|--|----------|--------|
| Overall delivery rate across 10 groups and three methods | 84% | 90% |
| Translated message delivery rate across three methods | 7% | 90% |
| Percent of all messages translated across three methods | 1.3% | 10% |

C3. Family to School Communication

| <u>Data Source</u> | <u>Intervene</u> | <u>Concern</u> | <u>Baseline</u> | <u>Progress</u> | <u>Vision</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> |
|---|------------------|----------------|-----------------|-----------------|---------------|-------------|-------------|-------------|-------------|
| TalkingPoints Messages Sent by Families to School Staff per Student (Tri 1) | ≦1.6 | 1.7-2.1 | 2.2-2.6 | 2.7-3.1 | ≧3.2 | NA | 0.3 | 1.5 | 2.6 |
| Number of Parent Records in Schoology per Student | ≧.39 | .40-.49 | .50-.74 | .75-.99 | ≧1.0 | NA | .95 | .53 | .64 |
| Percent of Parents Using ParentVUE | ≧69% | 70-79% | 80-89% | 90-94% | ≧95% | NA | NA | NA | 86% |

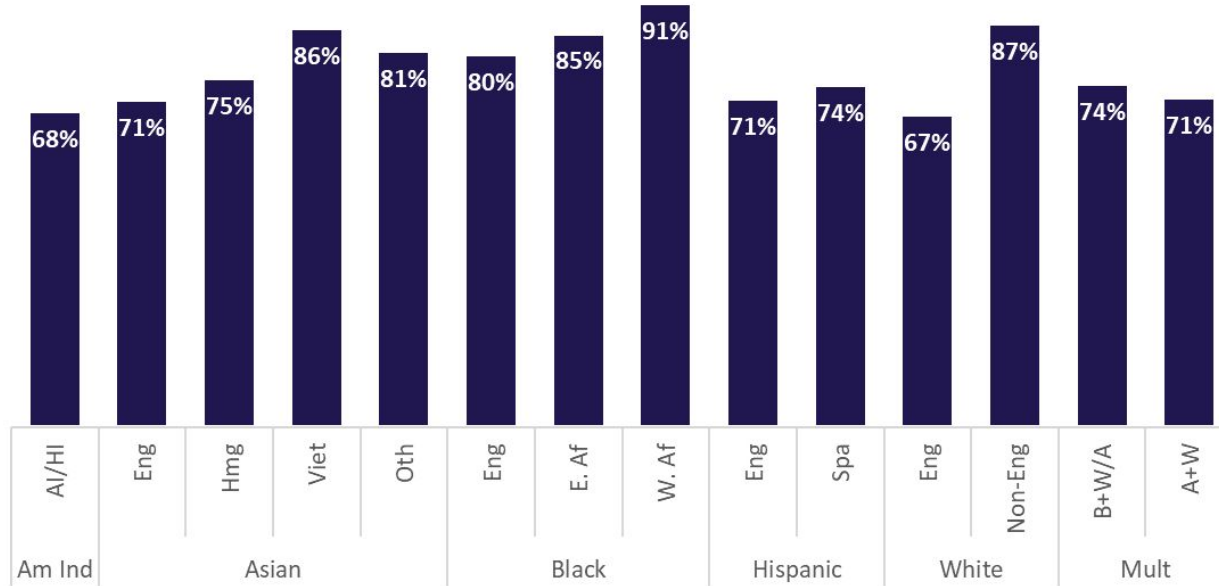
C4.Perception of Inclusive Communication with Families

| <u>Data Source</u> | <u>Intervene</u> | <u>Concern</u> | <u>Baseline</u> | <u>Progress</u> | <u>Vision</u> | <u>2019</u> | <u>2020</u> | <u>2021</u> | <u>2022</u> |
|---|------------------|----------------|-----------------|-----------------|---------------|-------------|-------------|-------------|-------------|
| Family Stakeholder Survey: Inclusive Communication with Communities Scale | ≤59% | 60-69% | 70-79% | 80-89% | ≥90% | NA | NA | NA | 75% |

Family Stakeholder Survey Scale

| Family Stakeholder Survey: Inclusive Communication with Communities Scale Survey Item | Overall Pct (%) |
|---|-----------------|
| I understand how to access the various communication tools from my scholar's school. | 74% |
| My scholar's school communicates with me in my preferred method (i.e. email, text, etc.). | 87% |
| Communication from my scholar's school is provided in my preferred language. | 94% |
| Staff provide regular updates on the progress of my scholar. | 57% |
| Staff create space for me to provide feedback regarding my scholar. | 64% |
| Staff use my feedback to support my scholar. | 64% |

Scale Responses by Race and Ethnicity



Next Steps

- ▶ Continue selecting and sorting data that closely aligns with the Strategic Directions and high priority initiatives
- ▶ Explore ways to collect community specific information to better understand preferred engagement opportunities
- ▶ Humanize the data and include student voice



Monitoring Report
Strategic Plan Implementation

Date: Prepared for the 3.7.2023 School Board Work Session

Authors: Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment
 Tom Watkins, Coordinator of Data and Assessment
 Gao Thor, Data Analyst
 Robin Gunsolus, Director of Learning & Achievement

Topic: Vision Card Review

Purpose: The purpose of this executive summary is to:

- provide information on baseline data for the High Priority Initiatives for Strategic Direction C
- show alignment of the operational plan to the vision card data collection

Strategic Direction C: Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

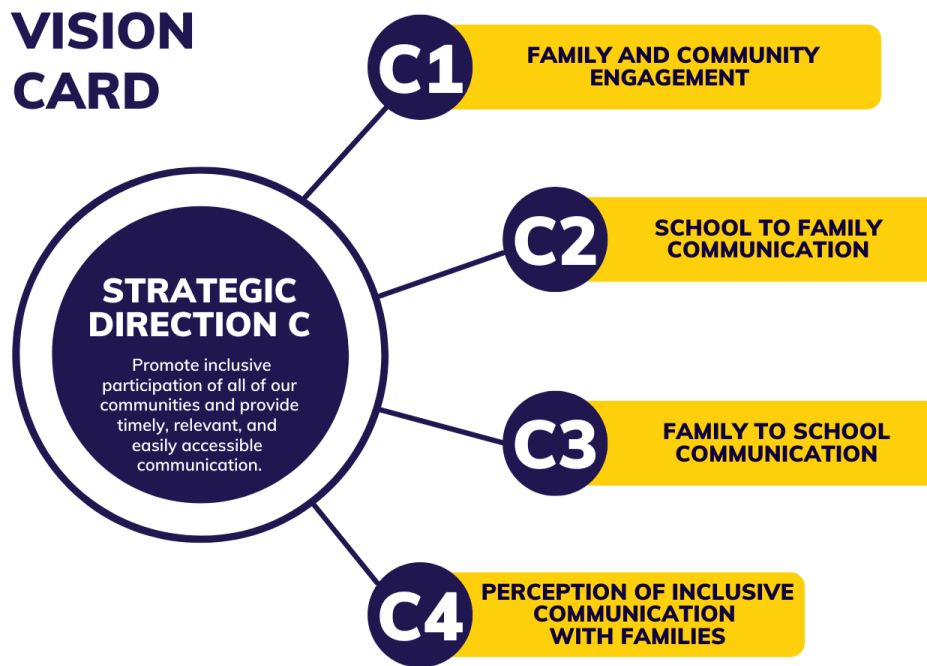
| Strategic Direction/Goal | Learning Work Initiatives <i>Research, testing and development of possible initiatives</i> | Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i> |
|--|---|--|
| <i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i> | <ul style="list-style-type: none"> ● Site Communication Tools - Best Practices ● Legislative Action Committee (LAC) ● Pilot and expand monthly family engagement experiences (FACE) | <ul style="list-style-type: none"> ● Districtwide Communication Plan - Yr 1 ● Family and Community Engagement Plan - Yr 2 ● Radically Investing in Each and Every Scholar’s Excellence Committee (RISE) - Phase II ● AIPAC/American Indian Program Improvement |

Vision Cards serve as critical data points toward the realization of the desired daily experience for students, staff and families.

Vision Cards measure the district’s success in achieving the strategic directions. Administrators create Vision Cards and the board provides guidance through the Strategic Roadmap. Vision Cards provide the data to support and assess progress toward the narrative vision outlined in the Strategic Roadmap. The Vision Cards can be used to measure growth or gaps in district performance. Vision Cards set the ongoing district goals for performance and continuous improvement.

Definition Statement: Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.

The data that was collected for Vision Card C is very high level data or “satellite data”. This data can be used to measure the district’s progress towards achieving the Strategic Directions, but lacks the specificity required to transform instruction or make decisions on programming as the data may vary greatly across the sites, grade levels and even classrooms. As we identified data that aligned with Strategic Direction C, we learned that we need to study how to better collect data for each indicator so that we are able to measure practices that improve our practices related to communication and engagement.



Vision Card C:

C1. Family and Community Engagement

The Family and Community Engagement indicator contains five metrics:

1. Advisory Committees - % of sites with representation
2. FACE and RISE Events Participation Rate (participants/events)
3. Early Childhood Events Participation Rate (participants/events)
4. Title I Site Events Participation Rate (participants/events)
5. Multilingual Events Participation Rate (participants/events)

Each of these metrics should be considered a measurement of quantity and not quality of family engagement. Quality of family engagement is best measured by other metrics within this card. Additionally, the departments or sites included in this indicator were based on them serving higher proportions of families and scholars who have been historically marginalized.

The first metric, Advisory Committees - % of sites with representation, measures what percentage of district sites are represented across advisory committees and the RISE (Radically Investing in Scholars Excellence) committee. Representatives were defined as a student, family member, or staff member from that site. See the link within the vision card for more information on other advisory groups that were included.


Overall, 90% of sites were represented on at least one committee. The rate of representation ranged significantly across sites. The sites with the highest representation across advisory committees were Osseo Senior High (46 representatives) and Maple Grove Senior High (30 representatives).

Metrics two through five are measures of participation in events led by the four teams or sites: FACE and RISE, Early Childhood, Title I, and the Multilingual Services team. Again, these areas were selected for this indicator as they are more likely to support our scholars, families, and community members at the margins, and the intent of this vision card is to ensure inclusive participation.

NOTE: A limitation to this metric is that many of our events have a cap in the number of participants due to space constraints or the nature of the activity. Additionally, we are learning how we best might capture individual level participation information for future reporting.

The numbers represented in these metrics were calculated by adding up the number of events and the number of participants at all events, and then taking the total number of participants divided by the total number of events.

The Family and Community Engagement (FACE) team in collaboration with the RISE committee's events had a rate of 54.4 participants at each event, Early Childhood (ECFE and ECSE) had an average of 44.9 at each event, Title I had 29.2 participants on average at each event, and Multilingual events had a rate of 45.8 participants at each event.



Many of these events were brought to our scholars, families, and community through partnerships with outside organizations. There were 12 partner organizations across both years that facilitated events with the FACE team. Some examples of these include the City of Brooklyn Center, the City of Brooklyn Park, and Wellshare. There were 17 partner organizations across both years that facilitated events with Early Childhood sites.

C2. School to Family Communication

School to Family Communication is measured using data from the TalkingPoints and Blackboard family communication systems. With TalkingPoints, staff can send a message or announcement to family members in English and it is automatically translated into the family's home language. When family members reply, that is also automatically translated back into English. For these measures, we are reporting the number of messages and announcements sent by staff to families using Talking Points during the first trimester of each of the last three school years (the first three years in which the platform has been used in the district). Messages and announcements both increased to more than three times as much from Fall 2020 to Fall 2021, and then returned to baseline levels in Fall 2022.

In the first trimester of the 2022-23 school year, the following schools sent three or more messages per student to families (at or above the "Vision" level for this measure): Zanewood Community School, Crest View Elementary, Fair Oaks Elementary, 279Online Elementary, Edinbrook Elementary, 279Online High School, 279Online Middle School, Garden City Elementary, Birch Grove Elementary, Palmer Lake Elementary, and North View Middle School.

We also have three measures from our Blackboard data from the first Trimester of the 2022-23 school year (Fall 2022). Blackboard is used at the district and school level to communicate with families via phone calls, email messages and text messages. The first measure is the overall percent of Blackboard messages that were delivered, which is at 84%, with a goal of 90%, knowing that some transition will always be happening for our families. The second measure is the percent of translated Blackboard messages that were delivered, which is at 7%, with a goal of 90% to be consistent with the overall delivery rate. The third measure is the percent of all messages that were translated, which is currently 1%. The benchmark for percent of messages translated is 10% because this is the current percent of families requesting communication to be sent home in a language other than English or English-Creolized.

| Site/Message Purpose | # Messages | Communication Methods | | | | | |
|----------------------|-------------|-----------------------|----------------|----------------|-----------------|---------------|----------------|
| | | Phone Calls | | Email Messages | | Text Messages | |
| | | % Delivered | % of All Phone | % Delivered | % of All Emails | % Delivered | % of All Texts |
| Elementary Schools | 2272 | 93% | 60% | 88% | 22% | 91% | 12% |
| Middle Schools | 656 | 93% | 14% | 84% | 15% | 92% | 7% |
| High Schools | 471 | 86% | 29% | 83% | 24% | 93% | 14% |
| ABE/OALC/OEC | 112 | 88% | 2% | 73% | 1% | 77% | 1% |
| District | 254 | 55% | 41% | 47% | 38% | 71% | 66% |
| Absence Reporting | 2432 | 93% | 40% | 79% | 12% | 92% | 24% |
| Bus/Transportation | 205 | 6% | 0.03% | 29% | 2% | 86% | 3% |
| Conferences | 88 | 95% | 3% | 85% | 6% | 91% | 1% |
| Translated | 58 | 9% | 3% | 4% | 1% | 7% | 1% |
| Other | 982 | 84% | 55% | 83% | 78% | 86% | 70% |
| Total | 3765 | 71% | 100% | 65% | 100% | 77% | 100% |

Data from all Blackboard messages for Trimester 1 of 2022-23 were coded based upon the site/location and the message purpose (see table above). Then, the percentage of attempted messages that were delivered was calculated for each site and message type. Next, the percent of all messages sent for each site/message purpose was calculated. This analysis indicates that the highest delivered rates were found for schools and for absence reporting, conferences and other purposes. The lowest delivery rates were for translated messages, and the second lowest were for phone calls and emails sent regarding busing or transportation. Finally, the Vision Card C2 measures were calculated (table below).

Vision Card C2 Blackboard Measures

| | Baseline | Vision |
|--|----------|--------|
| Overall delivery rate across 10 groups and three methods | 84% | 90% |
| Translated message delivery rate across three methods | 7% | 90% |
| Percent of all messages translated across three methods | 1.3% | 10% |

C3. Family to School Communication

Family to School Communication includes three measures:

- TalkingPoints messages sent from family members to staff during the first trimester of each school year. Like the school to family measures described above, the measure is the number of messages sent per student. Family messages to staff increased each of the past three years. The following schools had family message rates at or above the Vision level: Zanewood Community School, Fair Oaks Elementary, Crest View Elementary, Edinbrook Elementary, Garden City Elementary, Woodland Elementary, Birch Grove Elementary, 279Online Elementary, Palmer Lake Elementary & Cedar Island Elementary.

- The number of parent records in the Schoology learning management system. Schoology is a digital platform used by secondary staff to assign work to students and by secondary students to turn in their work and receive feedback. Parents and other family members can also view student assignments and progress. A data sample of parent records in Schoology was taken during the last two weeks of Trimester 1 in each school year. Parent records during this period decreased from Fall 2020 to Fall 2021, but increased in Fall 2022.
- The percent of parents using ParentVUE. ParentVUE allows parents to check attendance, course grades, health records, high school credits, test scores and other student data. The Information Systems Department began reporting ParentVUE use data in January of this year. The records for February were used for this report. The baseline level for this indicator is 86%.

C4. Perception of Inclusive Communication with Families

This indicator contains one metric, or data source, the Family Stakeholder Survey: Inclusive Communication with Communities Scale. This survey was conducted in the spring of the 21-22 school year. A randomly stratified sample of families with children enrolled in the district was used, and 949 families responded. The scale is based on the following six questions:

- I understand how to access the various communication tools from my scholar's school.
- My scholar's school communicates with me in my preferred method (i.e. email, text, etc.).
- Communication from my scholar's school is provided in my preferred language.
- Staff provide regular updates on the progress of my scholar.
- Staff create space for me to provide feedback regarding my scholar.
- Staff use my feedback to support my scholar.

The district level rates of the two most positive responses (“Often”, “Always”) for each survey item were as follows:

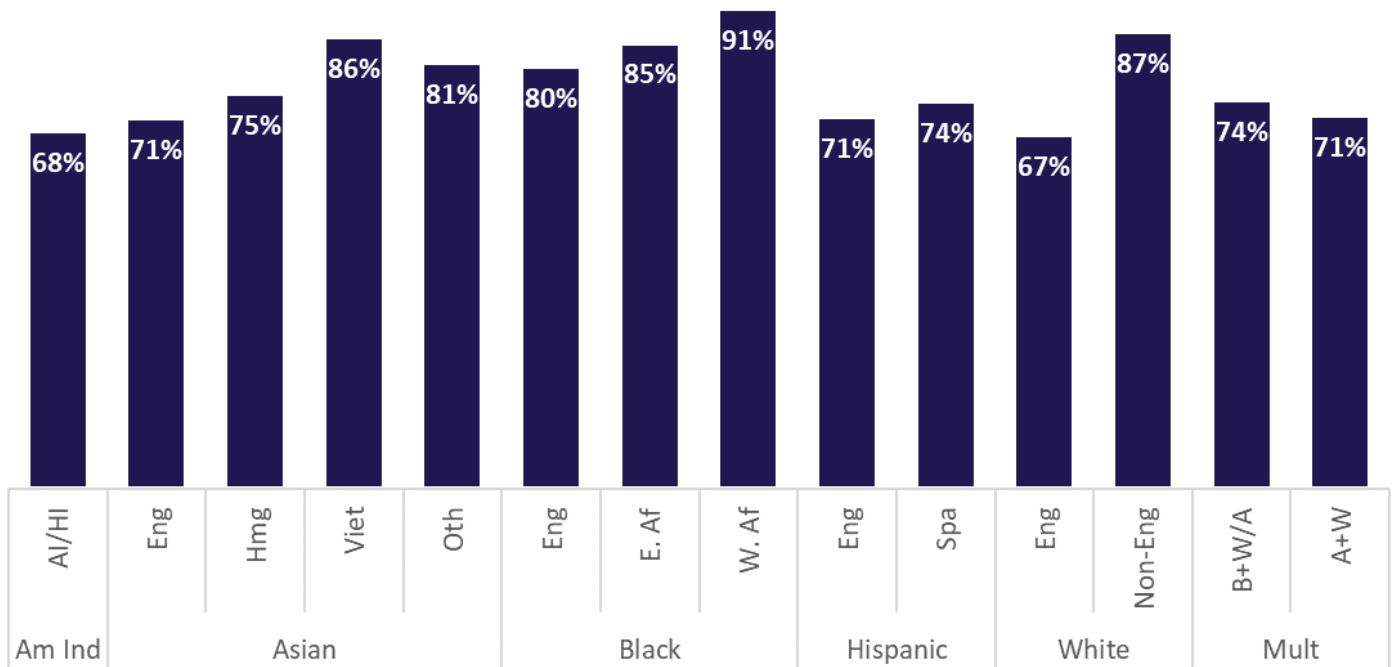
| Survey Item | Overall Pct (%) |
|---|-----------------|
| I understand how to access the various communication tools from my scholar's school. | 74% |
| My scholar's school communicates with me in my preferred method (i.e. email, text, etc.). | 87% |
| Communication from my scholar's school is provided in my preferred language. | 94% |
| Staff provide regular updates on the progress of my scholar. | 57% |
| Staff create space for me to provide feedback regarding my scholar. | 64% |
| Staff use my feedback to support my scholar. | 64% |

The survey items with the highest rate of positive responses were “Communication from my scholar’s school is provided in my preferred language” at 94%, and “My scholar’s school communicates with me in my preferred method (i.e. email, text, etc.)” at 87%.

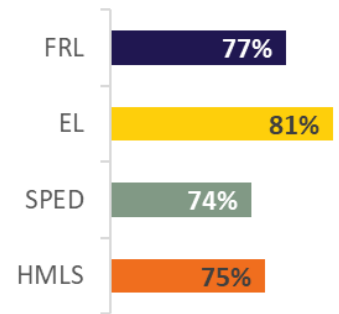
For the survey item, “I understand how to access the various communication tools from my scholar's school”, “Communication tools” were defined as *TalkingPoints, Seesaw, Schoology, School Messenger, email and others*. On the item, “Staff provide regular updates on the progress of my scholar”, participants received the following definition: “Regular” means at least two times per month. “Updates” provided are specific to your scholar.

To arrive at the 75% reported in the vision card, responses by survey item were segmented by race, ethnicity, student service group, gender, and grade range. Next, an average across all six questions within each group was calculated. Finally, the median percentage of all groups is what is reported in Vision Card C (75%). This method of calculation was used to ensure that no particular group was more heavily weighted than another.

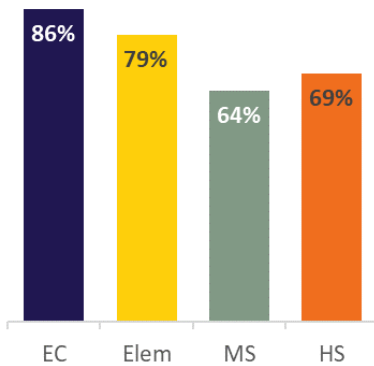
In the chart below is the distribution of the rates of positive responses across race and ethnicity groups. The groups with the highest percentages included families identifying as West African (91%), families who identify as White with a home language other than English (87%), and families who identify as Asian with a home language of Vietnamese (86%).



The chart to the right shows the rates of positive response by families of scholars who received free and reduced price meals (FRL), English Learner services (EL), Special Education services (SPED), and families who were unhoused on the .



Of the families with scholars receiving services, those receiving EL services had the highest rate of positive response at 81%.



The chart to the left shows the rates of the most positive responses on this same survey scale, by grade level.

Families who responded to the survey with their scholar attending Early Childhood (EC) in mind had the highest rate of positive responses at 86% followed by families of elementary school (Elem) scholars at 79%.

Within elementary schools scale responses ranged from 69% to 95%. Among middle schools the range was 43% to 79%, and among high schools the range was 65% to 76%.

Next Steps:

As we are learning about Vision Card C and aligning data sources, we will continue to seek feedback to ensure that we are representing the intent of the Strategic Direction. For Vision Card C, we will need to identify the data that will give us the most important information to move our work forward and work collaboratively across our system and with vendors to create systems to collect this data. We also know that we will need to explore how to collect community specific information to gauge community needs and preferences for engagement and communication.

We will continue to adjust our data sources to provide transparent measurement of our work towards achieving the goals. We will continue to research how we include additional data that provides greater context, is asset based, and humanizes our scholars’ learning experiences.

(C) Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.

| Definition Statement | Mindful Critical Question(s) (MCQs) |
|---|---|
| Members within the community find themselves represented and reflected through each communication method. We understand that meaningful participation fosters positive academic and equitable outcomes and communicates respect and maintained dignity, affirming each member of our teaching, learning, and the broader community. | <ul style="list-style-type: none"> • How have we provided multiple pathways for families or community members to engage in communication? • What practices have we established to ensure that communication is accessed universally? • What feedback loops have we created to ensure our communication is making intended connections? |

| Element | Indicators | Data Source | Intervene | Concern | Baseline | Progress | Vision | 2019 | 2020 | 2021 | 2022 |
|---------|--|--|-----------|-----------|-----------|-----------|--------|-------|-------|------|------|
| Process | C1. Family and Community Engagement | Advisory Committees - % of sites with representation | ≤ 78% | 79-84% | 85-90% | 91-96% | ≥ 97% | NA | NA | NA | 90% |
| | | FACE and RISE Events Participation Rate (participants/events) | ≤ 19.9 | 20.0-39.9 | 40.0-59.9 | 60.0-79.9 | ≥ 80.0 | NA | NA | 59.0 | 54.4 |
| | | Early Childhood Events Participation Rate (participants/events) | ≤ 19.9 | 20.0-39.9 | 40.0-59.9 | 60.0-79.9 | ≥ 80.0 | 11.0* | NA | NA | 44.9 |
| | | Title I Site Events Participation Rate (participants/events) | ≤ 14.9 | 15.0-24.9 | 25.0-34.9 | 35.0-44.9 | 45.0 ≥ | NA | 108.0 | 31.0 | 29.2 |
| | | Multilingual Events Participation Rate (participants/events) | ≤ 19.9 | 20.0-39.9 | 40.0-59.9 | 60.0-79.9 | ≥ 80.0 | NA | NA | NA | 45.8 |
| Process | C2. School to Family Communication | TalkingPoints Messages Sent from Staff to Families per Student | ≤ 1.4 | 1.5-1.9 | 2.0-2.4 | 2.5-2.9 | ≥ 3.0 | NA | 2.3 | 9.4 | 2.2 |
| | | TalkingPoints Announcements Sent from Staff to Families per Student | ≤ 0.1 | 0.2 | 0.3 | 0.4 | ≥ 0.5 | NA | 0.4 | 1.7 | .3 |
| | | Blackboard overall message delivery rate | ≤ 74% | 75%-79% | 80-84% | 85-89% | ≥ 90% | NA | NA | NA | 84% |
| | | Blackboard translated message delivery rate | ≤ 1.9% | 2-4% | 5-49% | 50-89% | ≥ 90% | NA | NA | NA | 7% |

| | | | | | | | | | | | |
|---------|--|--|--------|----------|------------|----------|-------|----|-----|-----|------|
| | | Percent of Blackboard messages translated | ≤ 0.4% | 0.5-0.9% | 1.0 - 5.4% | 5.5-9.9% | ≥ 10% | NA | NA | NA | 1.3% |
| Outcome | C3. Family to School Communication | TalkingPoints Messages Sent by Families to School Staff per Student | ≤ 1.6 | 1.7-2.1 | 2.2-2.6 | 2.7-3.1 | ≥ 3.2 | NA | 0.3 | 1.5 | 2.6 |
| | | Number of Parent Records in Schoology per Student | ≤ .39 | .40-.49 | .50-.74 | .75-.99 | ≥ 1.0 | NA | .95 | .53 | .64 |
| | | Percent of Parents Using ParentVUE | ≤ 69% | 70-79% | 80-89% | 90-94% | ≥ 95% | NA | NA | NA | 86% |
| Outcome | C4. Perception of Inclusive Communication with Families | Family Stakeholder Survey: Inclusive Communication with Communities Scale | ≤ 59% | 60-69% | 70-79% | 80-89% | ≥ 90% | NA | NA | NA | 75% |

OSSEO AREA SCHOOLS

ISD  279

Communication planning

Presented by Community Relations on March 7, 2023

The team

- ▶ Kay Villella, school/community relations director
- ▶ Meghan Kuemmel, communication specialist
- ▶ Meg Gutzwiller, communication specialist
- ▶ Tanya Bradehoft, communication specialist (video-focus)
- ▶ Coming soon! Marketing and outreach specialist

Tied to our strategic plan



MISSION STATEMENT

Our core purpose

Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

CORE VALUES

Drivers of our words and actions

HONOR AND INTEGRITY

Holding ourselves, each other and our system to the highest standards to create the best conditions for learning.

BELONGING

Developing meaningful relationships that build trust, understanding and community.

INCLUSION

Intentionally engaging diverse voices and perspectives equitably and respectfully.

INNOVATION AND EXCELLENCE

Cultivating creativity, ideas, confidence and transformational growth.

TRANSPARENCY

Communicating, modeling, and making decisions clearly, equitably and openly.

INTRINSIC VALUE

Each scholar, staff member and family is valued and respected for their perspective, experience and contributions.

VISION STATEMENT

What we commit to create

Unleash and enhance the brilliance of our scholars to thrive and change the world.

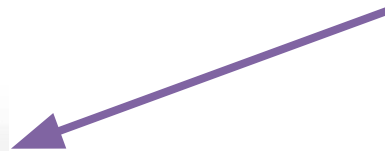
STRATEGIC DIRECTIONS

Prioritized focus of our time and resources

- Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.
- Create a system of operational innovation, excellence, accountability and sustainability.
- Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

district279.org/StrategicPlan

Strategic Direction C



Districtwide communication plan

Strategic communications

- ▶ Research
- ▶ Planning
- ▶ Implementation
- ▶ Evaluation

Communications plan: situation analysis

- ▶ About 20,600 students and 3,700 staff members.
- ▶ Community is in uncertain times and are more financially stressed.
- ▶ Surveys show a move from excellent to good for several areas including communications.
- ▶ Surveys show the website as the leading communications source.
- ▶ Communication assessment shows some opportunities for growth.
- ▶ New strategic plan includes a direction on communication.
- ▶ Entire Community Relations team is fairly new to Osseo.

Communications plan: goals

- ▶ To increase the awareness of who Osseo Area Schools is and what it promises/strives to achieve.
- ▶ To build pride in and support for Osseo Area Schools, its scholars and staff members.
- ▶ To create a systematized communications program that shares timely, relevant and easily accessible information.
- ▶ To utilize two-way communication practices that build engagement.
- ▶ To be inclusive of our diverse scholars, families, staff members and community members.

Communications plan: audiences

- ▶ Staff members
- ▶ Scholars
- ▶ Parents/caregivers
- ▶ Greater community

Communications plan: objectives

- ▶ Increase trust.
- ▶ Increase audiences feeling informed.
- ▶ Increase audiences being able to accurately reshare information.
- ▶ Bring more district communications to the top of the source list.
- ▶ Maintain or exceed quality of education.

Communications plan: communication strategies

- ▶ Highlight positive connections between staff, scholars and families.
- ▶ Utilize a storytelling approach that includes emotion and imagery.
- ▶ Utilize simple and easy-to-understand language.
- ▶ Ensure impact is clearly visible and aligns with intent.
- ▶ Utilize one-to-one communication when possible.
- ▶ Continually align to the district's brand and strategic plan.

Communications plan: action strategies

- ▶ Continually analyze the environment to determine if there are topics that need engagement on.
- ▶ Continually review news calendar.
- ▶ Continually review commemorative observances/recognitions listing.
- ▶ Update district/school communications to meet best practices.
- ▶ Strengthen partnerships with FACE, Human Resources, Enrollment Center, Community Ed, parent involvement, and schools/programs.
- ▶ Continue to strengthen translation processes and follow-through.

Communications plan: key messages

- ▶ Osseo Area Schools is a great place to learn. Scholars dream, explore and discover.
- ▶ The district's new strategic plan is helping to move the district and its schools to the next level of excellence.
- ▶ The focus is on the individual learning needs of students.
- ▶ There has been a track record of success. 1,400 scholars graduate from district schools each year.
- ▶ Community survey results say the district is exceeding expectations.
- ▶ Please continue to share your thoughts via info@district279.org.

Communications plan: tactics

- ▶ Website
- ▶ E-newsletters (three versions)
- ▶ Email
- ▶ Phone calls
- ▶ Text messages
- ▶ Social media
- ▶ Video
 - Features of each school, program
 - Superintendent features
- ▶ Monitors/TV displays
- ▶ Hallway displays
- ▶ Loudspeaker announcements
- ▶ Outdoor sign at the ESC, PCSH
- ▶ Points of Pride at school board meetings

Communications plan: tactics

- ▶ Print materials and mailings
 - District brochure
 - Have You Heard postcards
 - Have You Heard newsletters
 - Guides/toolkits
- ▶ Advertisements
 - Community guides, newsletters
 - Billboards, e.g. Osseo sign
 - Online (Facebook, Google, etc.)
- ▶ Campaigns
 - Staff spotlight
 - Graduate spotlight
- ▶ In person connections
 - Meetings (include best practice trainings)
 - Community events
- ▶ Key communicators quarterly emails and annual meeting

Tools used to communicate

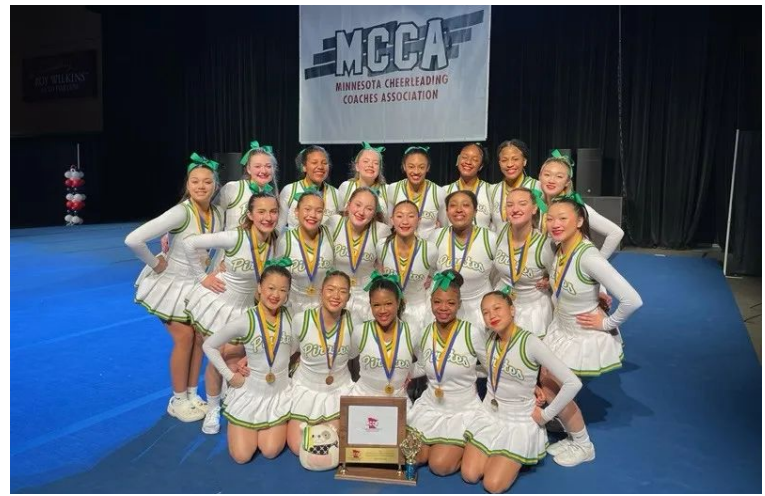
- ▶ **Blackboard** is used to mass notify families via phone/email/text. Mostly a one-way communication tool.
- ▶ **TalkingPoints** is a texting/mobile app two-way communication tool used by many teachers, support staff and coaches.
- ▶ **Finalsite** is used to edit the website and district e-newsletters. Note that staff members can submit website edits via the staff portal.
- ▶ **Info@district279.org** is a general email address (formerly WeListen@district279.org).

Tools used to communicate

- ▶ **Facebook, Twitter, Instagram** and **YouTUBE** are social media platforms used.
- ▶ **Peachjar** is used to share community flyers.
- ▶ **Synergy** is used as our student information system. It has the ability to post pop-up notifications and/or send an email.

Guidance for when to utilize systems

| | |
|-------------------|--|
| Blackboard | Mainly one-way mass notification to larger audience. Schoolwide, gradewide, classroomwide (critical updates) or buswide so likely used by principal or administrative assistant. |
| TalkingPoints | Two-way communication to smaller audience. Classroomwide (reminders), small groups or one-on-one so likely used by teachers, student support staff, coaches, etc. |
| Synergy | Two-way curriculum-specific updates to a group or individual so likely used by teachers or student support staff. Note that these messages will be documented in the student file. |
| Individual emails | Two-way communication to smaller audience. Classroomwide (reminders), small groups or one-on-one. Can be used by all. Note that these messages will not be documented in the student file. |
| Peachjar | One-way notification to subscriber list. Mostly for community flyers (PDFs). |





CBVAT

CRIMSON PIRATES

Maple Grove

Park Center

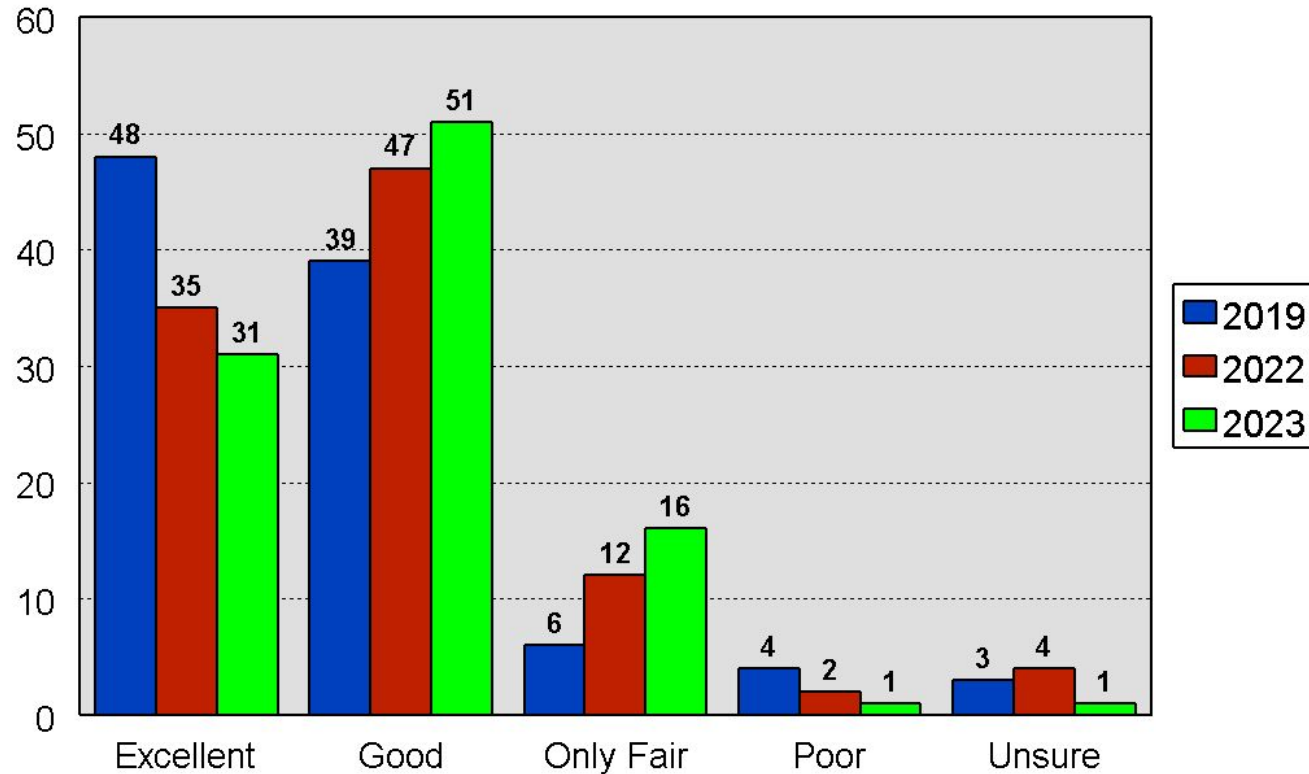
STRATEGIC PLAN

Communications plan: evaluation

- ▶ Viewership/clicks
- ▶ Surveys
 - Stakeholders
 - Community
 - Other possibilities
- ▶ ThoughtExchanges
- ▶ Spot checks

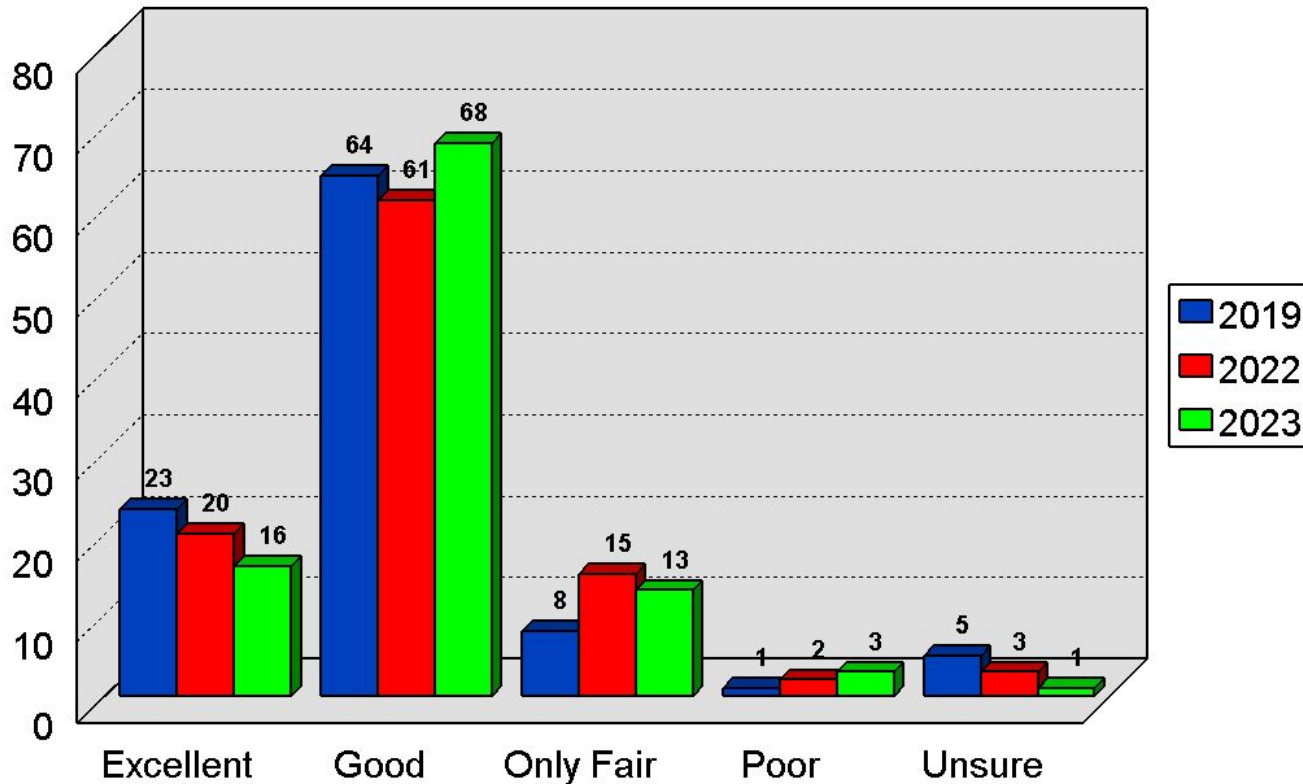
Quality of Public Schools

2023 Osseo School District



Overall Communication Rating

2023 Osseo School District



Communications plan: evaluation

| Family Stakeholder Survey: Inclusive Communication with Communities | Overall Pct (%) |
|---|-----------------|
| I understand how to access the various communication tools from my scholar's school. | 74% |
| My scholar's school communicates with me in my preferred method (i.e. email, text, etc.). | 87% |
| Communication from my scholar's school is provided in my preferred language. | 94% |
| Staff provide regular updates on the progress of my scholar. | 57% |
| Staff create space for me to provide feedback regarding my scholar. | 64% |
| Staff use my feedback to support my scholar. | 64% |

Communications plan: evaluation






| Staff Stakeholder Survey: Communication | Overall Pct (%) |
|--|-----------------|
| Communication to staff are delivered in a professional and timely manner. | 68% |
| My school does a good job of keeping me informed about important news. | 73% |
| The district does a good job of keeping me informed about important news. | 70% |
| A clear vision for our school and strategies for improvement are communicated. | 69% |

Communications plan: evaluation

- ▶ Top webpages:
 - Consistently: Homepage, Careers, Calendars, Enrollment, ParentVue, Nutrition Services
 - Odds/ends: Back-to-school info, Weather x2
- ▶ Community, parent/caregiver e-newsletter opens between 51-64%. Has about 57,000 subscribers.
- ▶ Staff e-newsletter opens between 33-42%. Has about 3,500 subscribers.











Communications plan: evaluation

► Social posts: top reach

| | | | | | | | | |
|-----------------------|--|---|------------|------|--------------------|---------------------------------|-------------------|----|
| <input type="radio"/> |  ISD 279 - Osseo Area Schools | Congratulations to the Maple Grove Senior Hi... | Boost post | Post | Dec 2, 2022 | 84.3K Accounts Center acc... | 4.8K Reactions | |
| <input type="radio"/> |  ISD 279 - Osseo Area Schools | The Park Center Senior High School cheer tea... | Boost post | Post | Tue Feb 7, 11:04am | 70.3K Accounts Center acc... | 1.4K Reactions | |
| <input type="radio"/> |  ISD 279 - Osseo Area Schools | Danielle Strom, a goalie for the Maple Grove S... | Boost post | Post | Tue Jan 10, 7:00pm | 28.6K Accounts Center acc... | 582 Reactions | |
| <input type="radio"/> |  ISD 279 - Osseo Area Schools | School is being held in person as scheduled t... | Boost post | Post | Wed Jan 11, 5:17am | 17.5K Accounts Center acc... | 152 Reactions | |
| <input type="radio"/> |  ISD 279 - Osseo Area Schools | Dr. Kim Hiel has been chosen as the next Oss... | Boost post | Post | Wed Mar 1, 9:34pm | 14.9K Accounts Center acc... | 1.2K Reactions | 92 |

Communications plan: evaluation

► Social posts: top likes

| | | | | | | | | |
|---|--|--|-------------------|-------------|-----------------------------|--|------------------------------|-----------|
|  |  | <p>Congratulations to the Maple Grove Senior Hi...</p> <p>ISD 279 - Osseo Area Schools</p> | <p>Boost post</p> | <p>Post</p> | <p>Dec 2, 2022</p> | <p>84.3K</p> <p>Accounts Center acc...</p> | <p>4.8K</p> <p>Reactions</p> | |
|  |  | <p>The Park Center Senior High School cheer tea...</p> <p>ISD 279 - Osseo Area Schools</p> | <p>Boost post</p> | <p>Post</p> | <p>Tue Feb 7, 11:04am</p> | <p>70.3K</p> <p>Accounts Center acc...</p> | <p>1.4K</p> <p>Reactions</p> | |
|  |  | <p>Dr. Kim Hiel has been chosen as the next Oss...</p> <p>ISD 279 - Osseo Area Schools</p> | <p>Boost post</p> | <p>Post</p> | <p>Wed Mar 1, 9:34pm</p> | <p>14.9K</p> <p>Accounts Center acc...</p> | <p>1.2K</p> <p>Reactions</p> | |
|  |  | <p>Boua Xiong, a second grade teacher at Fernbr...</p> <p>ISD 279 - Osseo Area Schools</p> | <p>Boost post</p> | <p>Post</p> | <p>Thu Jan 19, 7:00pm</p> | <p>13.6K</p> <p>Accounts Center acc...</p> | <p>809</p> <p>Reactions</p> | |
|  |  | <p>Five Osseo Area Schools educators were nam...</p> <p>ISD 279 - Osseo Area Schools</p> | <p>Boost post</p> | <p>Post</p> | <p>Wed Jan 25, 3:00p...</p> | <p>12.8K</p> <p>Accounts Center acc...</p> | <p>759</p> <p>Reactions</p> | <p>93</p> |

Communications plan: evaluation

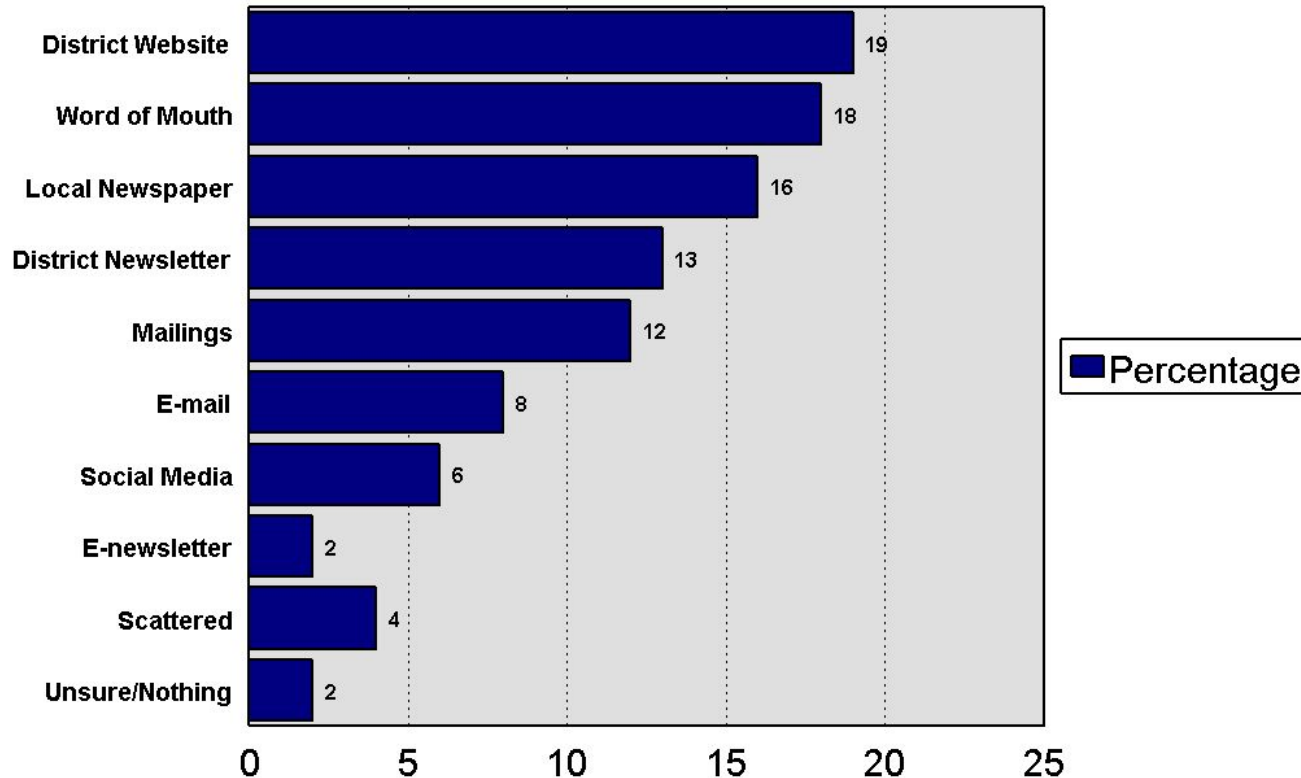
- ▶ Top video views:
 - Building a Better Future Logical Consequences 2,491 Views
 - Get Out and Vote: 1,458 Views
 - Building a Better Future: Know the Facts on the district's technology and learning needs 1,184 Views
 - Building a Better Future: Question 1 Learning Needs 1,003 Views
 - Interview with Principal Bagley 883 Views

Communications plan: evaluation

- ▶ 4,772 Messages sent via Blackboard
- ▶ 62,502 Residences received community-wide mailings
- ▶ 735 Info@ emails processed
- ▶ 45 OsseoSchoolBoard@ emails processed
- ▶ 35+ advertisements
- ▶ 200+ media articles
- ▶ 37 Crisis-specific messaging (38 last year at this time)

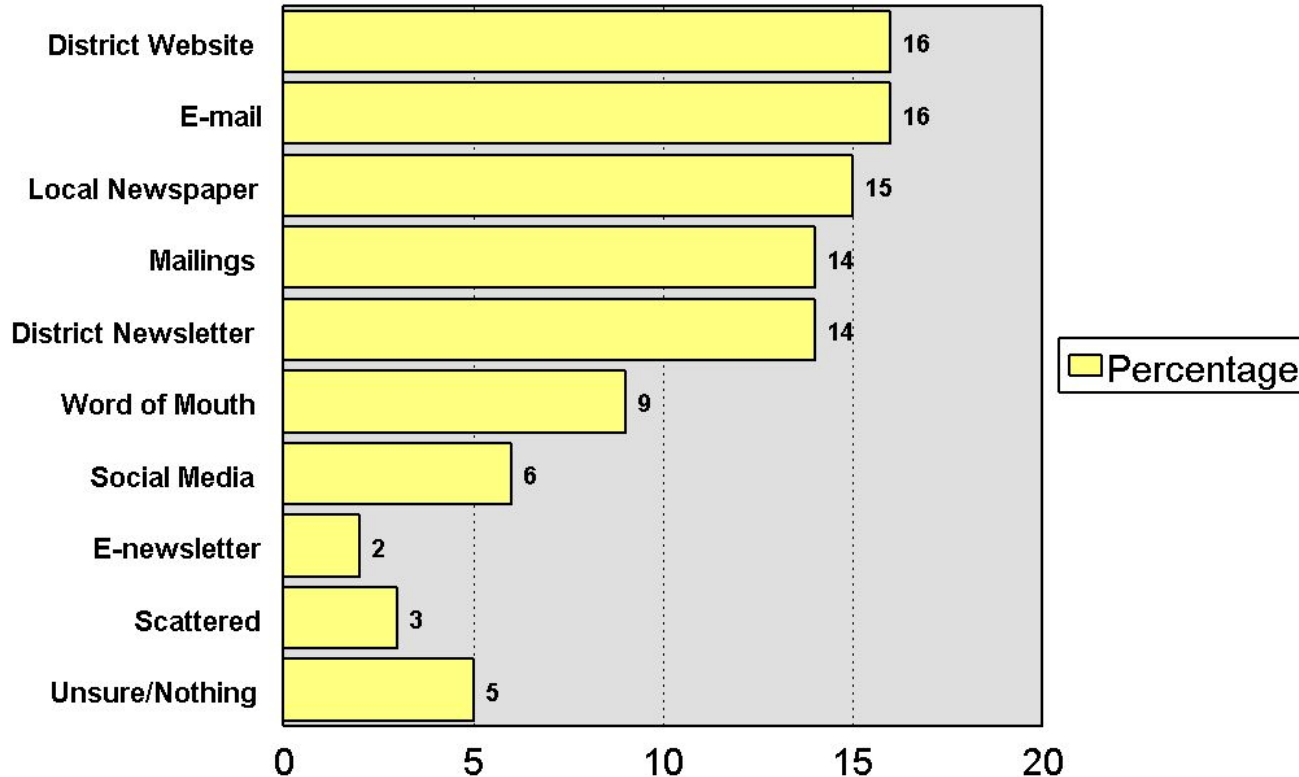
Primary Source of Information

2023 Osseo School District



Prefer to Receive Information

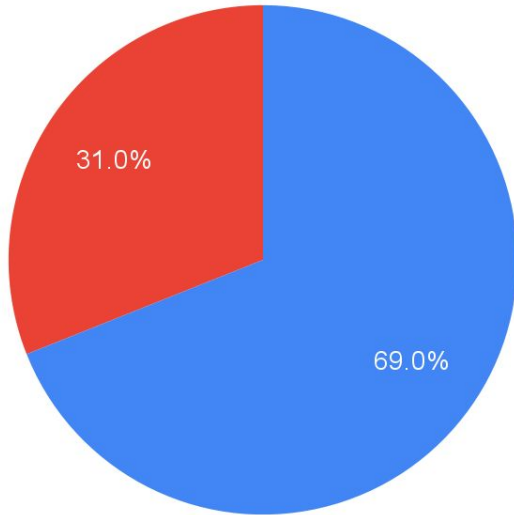
2023 Osseo School District



Moving toward school communication plans

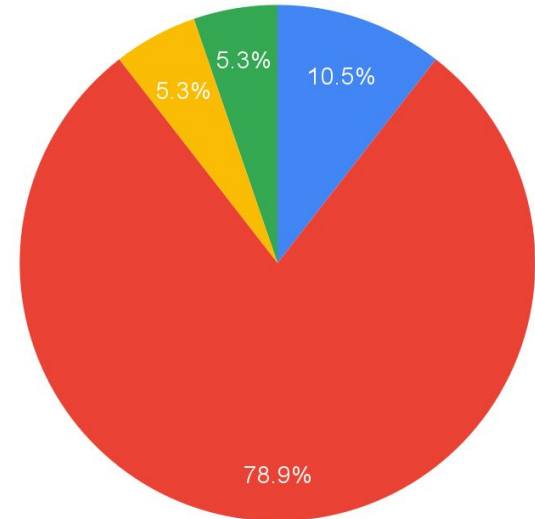
School e-newsletters - staff

Have a staff e-newsletter (districtwide)



● Yes ● No

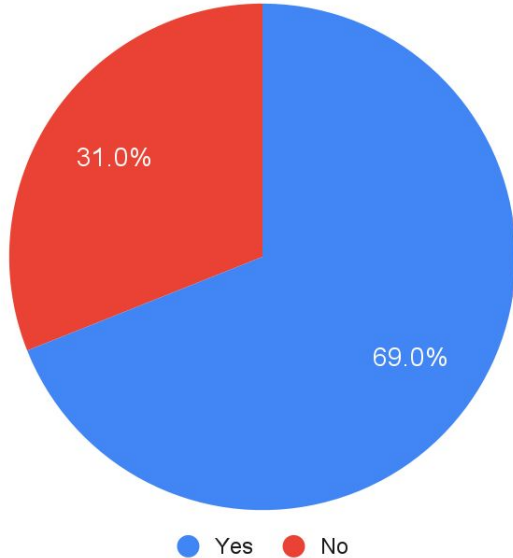
How often sharing if have (districtwide)



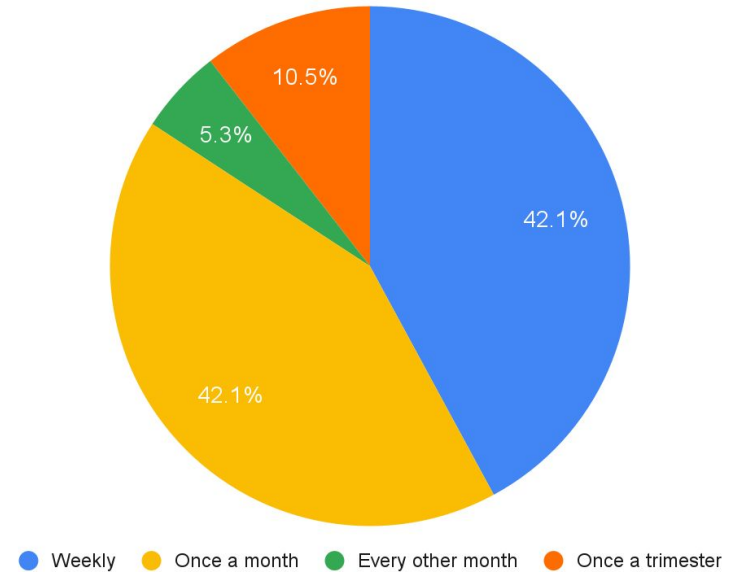
● Daily ● Once a week ● Every other week ● Once a month

School e-newsletters - parents/caregivers

Have a parent/caregiver e-newsletter (districtwide)

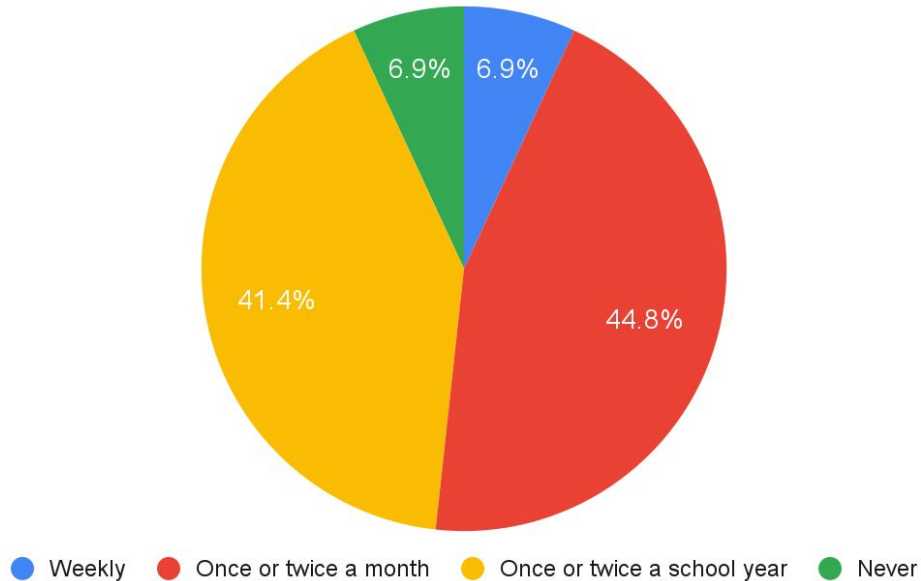


How often sharing if have (districtwide)



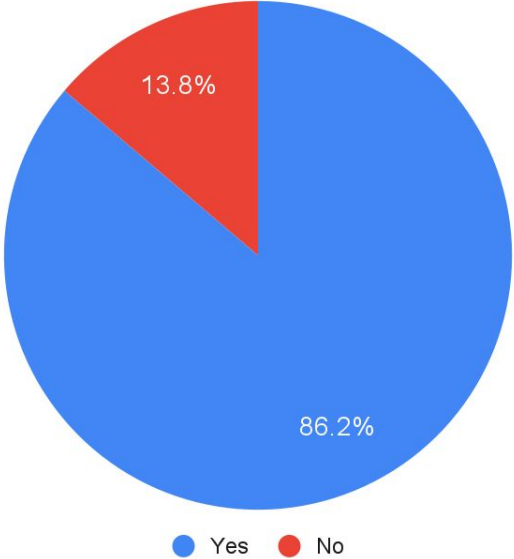
School websites

Send website edit requests (districtwide)

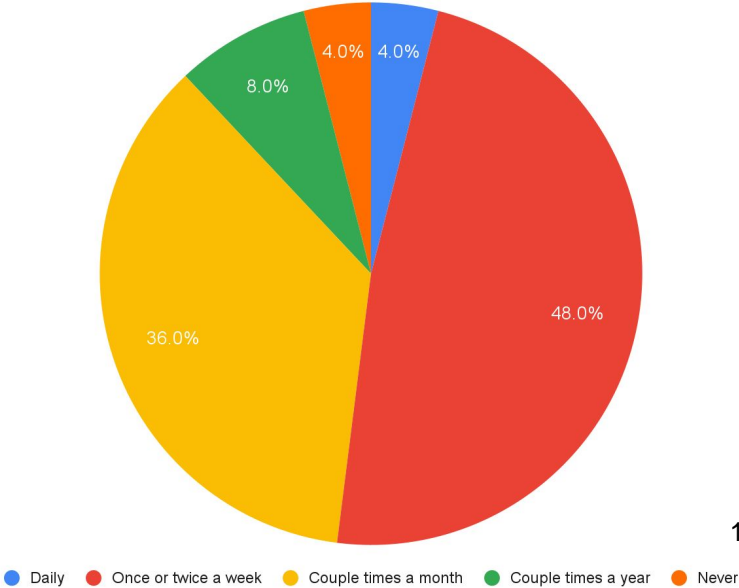


School social media

Have social pages (districtwide)

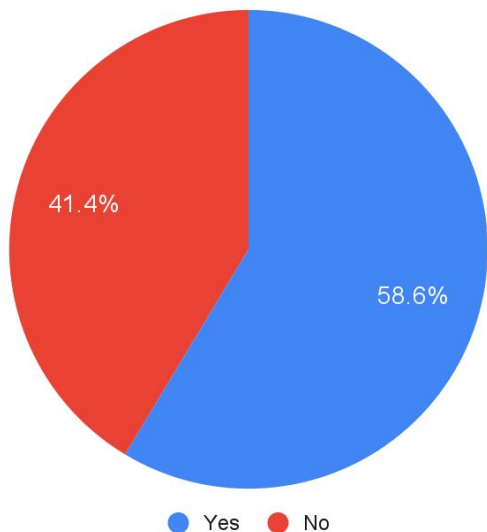


How often posting if have (districtwide)

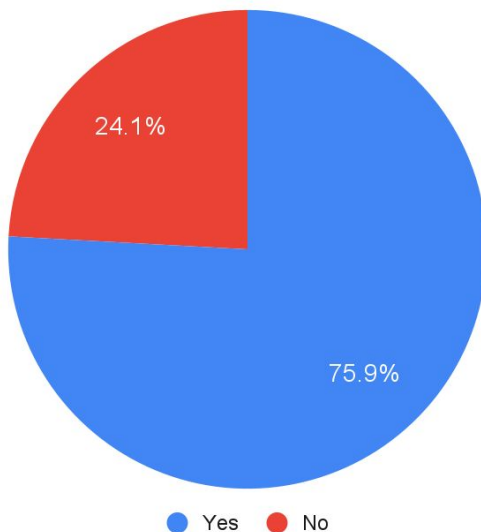


School Blackboard notifications

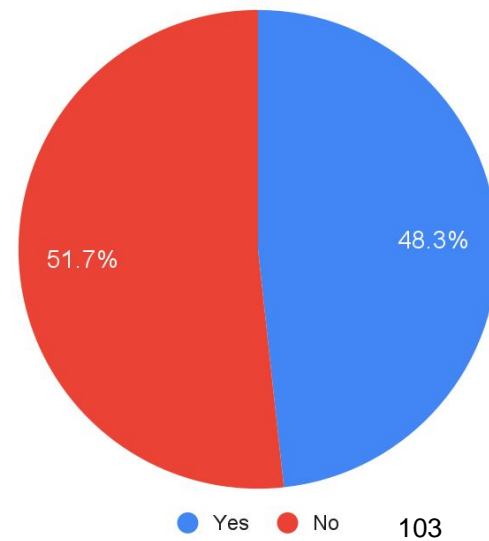
Voice (districtwide)



Email (districtwide)

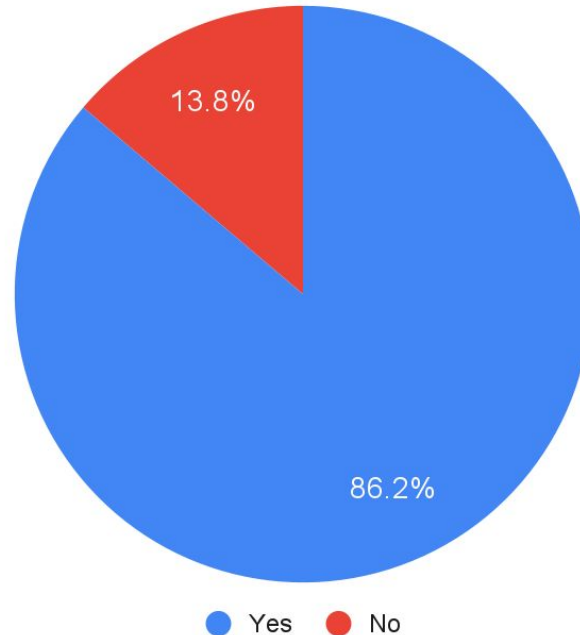


Text (districtwide)



School TalkingPoints texts

TalkingPoints text (districtwide)



School communications: Best Practices document

- ▶ Shared via email in December
- ▶ Can also be accessed via
District279.org/BestPractices

COMMUNICATION BEST PRACTICES FOR SCHOOLS, PROGRAMS

Guidebook for communication with staff, scholars,
parents/caregivers and community members

School communications: Next steps

- ▶ Working toward/continuing work on communication focuses:
 - School website
 - School parent/caregiver e-newsletter
 - School Facebook page
 - Translation
- ▶ Utilizing Communication Best Practices
- ▶ Encouraged to reach out to Community Relations with questions – here to help!

Questions or comments?



Districtwide communication plan

Situation analysis

Currently, the world is in quite a tense time. After three years, the COVID-19 pandemic is starting to subside. Inflation has increased dramatically and our community is more financially stressed. Social unrest continues. In terms of employment, the moment has been coined the Great Resignation.

The residential population of Osseo Area Schools is approximately 160,000 people, which includes all or portions of eight cities. There are about 20,600 students and 4,000 staff members. Enrollment into public schools is on a downward trend both nationally and locally. The district currently has a 67% capture rate.

A few community surveys were recently completed. Some data that the Community Relations team is focusing on: 84% (2023) of residents shared that they feel good or excellent about how the district is communicating. For parents/caregivers it's 85% (2022). For all residents, the district website is the primary source of information (19%, 2023), followed by word of mouth (18%, 2023), local newspaper (16%, 2023), district newsletter (13%, 2023). Among parents/caregivers email is the primary source of information (53%, 2022), followed by the district website (25, 2022%), district newsletter (7, 2022%), calls/texts (3%, 2022). Detailed information:

- [Family stakeholder survey](#) (2022) access, main source, preferred source, language
- [Student stakeholder survey](#) (2022) not as much
- [Minnesota student survey](#) (2022) not as much
- [Staff stakeholder survey](#) (2022) professional and timely communication
- [Morris Leatherman survey](#) (2023) quality, informed, main source, preferred source
- [Morris Leatherman survey](#) (2022) quality, informed, main source, preferred source
- [Morris Leatherman school choice survey](#) (2021)
- [Student, parents and staff pulse survey](#) (2021)
- [Internal communications survey](#) (2017)

In 2022, CESO Communications reviewed this data and had conversations with new and previous Community Relations team members, as well as the publications supervisor and recruitment and retention manager. A [baseline communication assessment report](#) was created from the group's work. It includes recommendations for what the team can do now, soon or later.

The Family and Community Engagement (FACE) team that Community Relations is starting to partner with has access to about 200-300 family emails as well as additional family connections through the Department of Educational Equity staff at schools and bilingual assistants. Multicultural [Facebook pages](#) exist as well as FACE [Facebook](#) and Instagram pages. Amongst families, the top four languages spoken in homes after English are: Spanish, Hmong, Vietnamese and Somali.

A new strategic plan was finalized and approved in December 2021. One of the strategic directions within it is: Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication. This hits at the core of what the Community Relations team does on a day-to-day basis.

The district's Community Relations department has had personnel changes over the last two years. It was restructured from a five-person team to a four with its change to a new website editing system. The video position was slightly modified to include additional digital and print communication work. The other two communication specialists are doing website work in addition to digital and

print communication work. The personnel for all positions within the team are new to Osseo Area Schools (May 2021, July 2021, January 2022 and January 2023). A marketing and outreach specialist is expected to be added this spring.

Goal(s)

- To increase the awareness of who Osseo Area Schools is and what it promises/strives to achieve.
- To build pride in and support for Osseo Area Schools, its scholars and staff members.
- To create a systematized communications program that shares timely, relevant and easily accessible information.
- To utilize two-way communication practices that build engagement.
- To be inclusive of our diverse scholars, families, staff members and community members.

Public: staff members

Objectives:

- Trust amongst staff will maintain (+/-5%) or exceed ($\geq 5\%$) its current level by fall 2025.
- A greater number ($\geq 5\%$) of staff will feel that the district is keeping them informed by fall 2025.
- A greater number ($\geq 5\%$) of staff will feel that they can accurately share information with families and community members each school year until fall 2025.

| Strategies | Key messages | Tactics/tools | Budget | Staff responsible | Timeline | Evaluation |
|--|---|--|-------------------------|---------------------------------|-----------------------------------|---|
| <p>Communication strategies:</p> <p>*Highlight positive connections between staff, scholars and families.</p> <p>*Utilize a storytelling approach that includes emotion and imagery.</p> <p>*Ensure impact is clearly visible and aligns with the intent.</p> | <p>*Osseo Area Schools is a great place to work. You make a difference each and every day for students to dream, explore and discover.</p> <p>*The district's new strategic plan is helping to move the district and its schools to the next level of excellence.</p> <p>*Feedback is important to us. Please continue to share your thoughts on your experience with</p> | Website: Staff portal | \$34,000 | Comm. Relations team | Daily updates | Viewership/clicks, surveys, spot checks |
| | | Weekly e-newsletter (Insider). | Part of website product | Meghan and Comm. Relations team | Weekly while school is in session | Viewership/clicks, surveys, spot checks |
| | | Messages sent to all staff email and/or specific group emails, e.g. principals, management. StaffAlerts@district279.org has been created as a possibility for messages to come from. | N/A | Cory, Kay, other departments | As needed/ appropriate | Surveys, spot checks |

| | | | | | | |
|---|---|--|-----|---|---|---|
| <p>*Utilize one-to-one communication when possible.</p> <p>*Continually align to the district's brand and strategic plan.</p> <p>*Emphasize the important role staff have as ambassadors.</p> <p>Action strategies:</p> <p>*Continually analyze the environment to determine if there are topics that need engagement on.</p> <p>*Continually review the news calendar.</p> <p>*Continually review commemorative observances/recognitions listing.</p> <p>*Update district/school communications to meet best practices.</p> <p>*Strengthen partnerships with HR, publications and schools/programs.</p> | <p>the district via info@district279.org and school emails.</p> | <p>Utilize #279Opportunities, #279Support and #279Partnerships on social media.</p> <p>Social media pages (audit): District Facebook, IG, Twitter, LinkedIn, YouTube School Facebook and Twitter Careers Facebook Multicultural Facebook FACE Facebook and Instagram Community Ed Facebook, Twitter, Instagram</p> | N/A | Comm. Relations team | Daily post on Facebook and Twitter, sporadic on YouTube | Viewership/clicks, surveys, spot checks |
| | | <p>Staff spotlight shared on the staff portal site, district/school social media pages and the Insider e-newsletter.</p> | N/A | Comm. Relations team | Every other month | Viewership/clicks, surveys, spot checks |
| | | <p>Guides/toolkits with regular training: Branding: longer, shorter Writing style guide Board presentations Mass notification (Blackboard) Communication best practices</p> | N/A | Comm. Relations team, publications | Multiple times a year | Surveys, spot checks |
| | | <p>Regular connections: Visiting schools and programs Connecting with school admin assistants Connecting with coaches</p> | N/A | Comm. Relations team, cabinet, principals | Various | Surveys, spot checks, ThoughtExchanges |

Public: parents/caregivers

Objectives:

- The quality of education amongst parents/caregivers will maintain (+/-5%) or exceed (≥5%) its current level each school year until fall 2025.
- A greater number (≥5%) of parents/caregivers will feel that the district and/or their school is keeping them informed by fall 2025.

- District communications (website, e-newsletter, social media, mailings) will exceed the reach of friends/neighbors by at least 10 percentage points by fall 2025.

| Strategies | Key messages | Tactics/tools | Budget | Staff responsible | Timeline | Evaluation |
|---|--|--|-------------------------|---------------------------------|---|---|
| <p>Communication strategies:</p> <p>*Highlight positive connections between staff, scholars and families.</p> <p>*Utilize a storytelling approach that includes emotion and imagery.</p> <p>*Utilize simple and easy-to-understand language.</p> <p>*Ensure impact is clearly visible and aligns with the intent.</p> <p>*Utilize one-to-one communication when possible.</p> <p>*Continually align to the district's brand and strategic plan.</p> <p>Action strategies:</p> <p>*Continually analyze the environment to determine if there are topics that need engagement on.</p> <p>*Continually review the news calendar.</p> | <p>*Osseo Area Schools is a great place to learn. Scholars dream, explore and discover.</p> <p>*The district's new strategic plan is helping to move the district and its schools to the next level of excellence.</p> <p>*The focus is on the individual learning needs of students.</p> <p>*There has been a track record of success. Each year 1,400 scholars graduate from our schools.</p> <p>*Time and time again our community survey results say that we're exceeding the expectations of families.</p> <p>*Feedback is important to us. Please continue to share your thoughts on your experience with the district via info@district279.org.</p> | <p>Website: District site School/program sites</p> | \$34,000 | Comm. Relations team | Daily updates | Viewership/clicks, surveys, spot checks |
| | | <p>Weekly e-newsletter (Connect).</p> | Part of website product | Meghan and Comm. Relations team | Weekly while school is in session | Viewership/clicks, surveys, spot checks |
| | | <p>Email/phone/text mass notification (Blackboard system).</p> | \$24,000 | Comm. Relations team | As needed | Surveys, spot checks |
| | | <p>Utilize #279Opportunities, #279Support and #279Partnerships on social media.</p> <p>Social media pages (audit): District Facebook, IG, Twitter, LinkedIn, YouTube School Facebook and Twitter Careers Facebook Multicultural Facebook FACE Facebook and Instagram Community Ed Facebook, Twitter, Instagram</p> | N/A | Comm. Relations team | Daily post on Facebook and Twitter, sporadic on YouTube | Viewership/clicks, surveys, spot checks |
| | | <p>Video: Features of each school and program Superintendent features</p> | \$5,000 | Kay, Tanya | Various | Viewership/clicks, surveys, spot checks |
| | | <p>Graduate spotlight shared on district/school websites, district/school social media pages and the Connect e-newsletter.</p> | N/A | Comm. Relations team | Every other month | Viewership/clicks, surveys, spot checks |
| | | | | | | |

| | | | | | |
|--|---|---------------|--|------------------|---|
| <p>*Continually review commemorative observances/recognitions listing.</p> <p>*Update district/school communications to meet best practices.</p> <p>*Strengthen partnerships with FACE, HR, Enrollment Center, Community Ed, parent involvement, and schools/programs.</p> <p>*Continue to strengthen translation processes and follow-thru.</p> | <p>Brochures: District overview</p> | \$15,000 each | Comm. Relations team | Annually | Surveys, spot checks |
| | <p>Have You Heard newsletter with annual Focus on Finances page in May issue.</p> | \$15,000 each | Meg and Comm. Relations team | November, May | Surveys, spot checks |
| | <p>Have You Heard postcard.</p> | \$12,000 each | Meg and Comm. Relations team | August, February | Viewership/clicks, surveys, spot checks |
| | <p>Advertisements: Community guides and newsletters Osseo digital sign Fernbrook Fields Online (Facebook, Google, etc.) Grocery store digital See Enrollment Marketing Plan for more info</p> | \$20,000 | Kay and Tanya soon to be Marketing and Outreach specialist | Various | Viewership/clicks, surveys, spot checks |
| | <p>Regular connections: *PTAs/PTOs *Key communicators (email Aug, Nov, Feb, May and one in person)</p> | N/A | Comm. Relations team, cabinet, principals | Various | Surveys, spot checks, ThoughtExchanges |
| | <p>Info@district279.org email and school emails.</p> | N/A | Meg and Comm. Relations team | Various | Viewership/clicks, surveys, spot checks |

Public: scholars/students

Objectives:

- The quality of education amongst students/scholars will maintain (+/-5%) or exceed ($\geq 5\%$) its current level each school year until fall 2025.

| Strategies | Key messages | Tactics/tools | Budget | Staff responsible | Timeline | Evaluation |
|---|---|---|----------|--|---|---|
| <p>Communication strategies: *Highlight positive connections between staff, scholars and families.</p> <p>*Utilize a storytelling approach that includes emotion and imagery.</p> <p>*Utilize simple and easy-to-understand language.</p> <p>*Ensure impact is clearly visible and aligns with the intent.</p> <p>*Utilize one-to-one communication when possible.</p> <p>*Continually align to the district's brand and strategic plan.</p> <p>Action strategies: *Continually analyze the environment to determine if there are topics that need engagement on.</p> <p>*Continually review the news calendar.</p> <p>*Continually review commemorative observances/recognitions</p> | <p>*Osseo Area Schools is a great place to learn. Scholars dream, explore and discover.</p> <p>*The district's new strategic plan is helping to move the district and its schools to the next level of excellence.</p> <p>*The focus is on the individual learning needs of students/scholars.</p> <p>*There has been a track record of success. Each year 1,400 scholars graduate from our schools.</p> <p>*Time and time again our community survey results say that we're exceeding the expectations of families.</p> <p>*Feedback is important to us. Please continue to share your thoughts on your experience with the district via info@district279.org and school emails.</p> | Website: District site School/program sites | \$34,000 | Comm. Relations team | Daily updates | Viewership/clicks, surveys, spot checks |
| | | Email messages sent to all scholars and/or specific groups. | N/A | Comm. Relations team | Various | Surveys, spot checks |
| | | Utilize #279Opportunities, #279Support and #279Partnerships on social media. | N/A | Comm. Relations team | Daily post on Facebook and Twitter, sporadic on YouTube | Viewership/clicks, surveys, spot checks |
| | | Social media pages (audit): District Facebook, IG, Twitter, LinkedIn, YouTube School Facebook and Twitter Careers Facebook Multicultural Facebook FACE Facebook and Instagram Community Ed Facebook, Twitter, Instagram | | | | |
| | | Video: Superintendent features | N/A | Kay, Tanya | Various | Viewership/clicks, surveys, spot checks |
| | | Graduate spotlight shared on district/school websites, district/school social media pages and the Connect e-newsletter. | N/A | Comm. Relations team | Every other month | Viewership/clicks, surveys, spot checks |
| | | Monitors/tv displays throughout schools. | N/A | Comm. Relations team, schools/programs | Various | Viewership/clicks, surveys, spot checks |
| | | Wall of thoughts in hallway or cafeteria, e.g. What are hopes and dreams for school? | N/A | Comm. Relations team, | Various | Surveys, spot checks |

| | | | | | | |
|--|--|-----|---|-------------------|--|--|
| listing. *Update district/school communications to meet best practices. *Strengthen partnerships with FACE, HR, Enrollment Center, Community Ed, parent involvement, and schools/programs. | | | | schools/ programs | | |
| | Loudspeaker announcements. | N/A | Comm. Relations team, schools/ programs | Various | Surveys, spot checks | |
| | Regular connections Leadership team visits groups of scholars | N/A | Comm. Relations team, cabinet, principals | Various | Surveys, spot checks, ThoughtExchanges | |

Public: greater community, including elected officials, businesses

Objectives:

- The quality of education amongst community members/elected officials/businesses will maintain (+/-5%) or exceed ($\geq 5\%$) its current level each school year until fall 2025.
- District communications (website, e-newsletter, social media, mailings) will exceed the reach of friends/neighbors by fall 2025.

| Strategies | Key messages | Tactics/tools | Budget | Staff responsible | Timeline | Evaluation |
|--|---|--|----------|---|-----------------------------------|---|
| Communication strategies: *Highlight positive connections between staff, scholars and families. *Utilize a storytelling approach that includes emotion and imagery. | *Osseo Area Schools is a great place to learn. Scholars dream, explore and discover. *The district's new strategic plan is helping to move the district and its schools to the next level of excellence. | Website: District site School/program sites | \$34,000 | Comm. Relations team | Daily updates | Viewership/clicks, surveys, spot checks |
| | | Email to media partners. Weave with news releases and media pitches. Highest focus on Press & News, Brooklyn Sun Post and CCX. | N/A | Meghan for email; Comm. Relations team for rest | Weekly throughout the school year | Visible positive news articles/videos, surveys, spot checks |

| | | | | | | |
|--|--|--|---------------|------------------------------|---|--|
| <p>*Utilize simple and easy-to-understand language.</p> <p>*Ensure impact is clearly visible and aligns with the intent.</p> <p>*Utilize one-to-one communication when possible.</p> <p>*Continually align to the district's brand and strategic plan.</p> <p>Action strategies:</p> <p>*Continually analyze the environment to determine if there are topics that need engagement on.</p> <p>*Continually review the news calendar.</p> <p>*Continually review commemorative observances/recognitions listing.</p> <p>*Update district/school communications to meet best practices.</p> <p>*Strengthen partnerships with FACE, HR, Enrollment Center, Community Ed, parent involvement, and</p> | <p>*The focus is on the individual learning needs of students/scholars.</p> <p>*There has been a track record of success. Each year 1,400 scholars graduate from our schools.</p> <p>*Time and time again our community survey results say that we're exceeding the expectations of families.</p> <p>*Feedback is important to us. Please continue to share your thoughts on your experience with the district via info@district279.org and school emails.</p> | <p>Utilize #279Opportunities, #279Support and #279Partnerships on social media.</p> <p>Social media pages (audit): District Facebook, IG, Twitter, LinkedIn, YouTube School Facebook and Twitter Careers Facebook Multicultural Facebook FACE Facebook and Instagram Community Ed Facebook, Twitter, Instagram</p> | N/A | Comm. Relations team | Daily post on Facebook and Twitter, sporadic on YouTube | Viewership/clicks, surveys, spot checks |
| | | <p>Video: Features of each school and program Superintendent features</p> | \$5,000 | Kay, Tanya | Various | Viewership/clicks, surveys, spot checks |
| | | <p>Graduate spotlight shared on district/school websites, district/school social media pages and the Connect e-newsletter.</p> | N/A | Comm. Relations team | Every other month | Viewership/clicks, surveys, spot checks |
| | | <p>Brochures: District overview</p> | \$15,000 each | Kay, Meg | Annually | Viewership/clicks, surveys, spot checks |
| | | <p>Have You Heard newsletter with annual Focus on Finances page in May issue.</p> | \$15,000 each | Meg and Comm. Relations team | November, May | Surveys, spot checks |
| | | <p>Have You Heard postcard.</p> | \$12,000 each | Meg and Comm. Relations team | August, February | Viewership/clicks, surveys, spot checks |
| | | <p>Points of Pride segment of school board meetings.</p> | N/A | Kay, Meghan | Monthly | Points of Pride segment at school board meetings |

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| schools/programs. | | Outdoor signs at the Educational Service Center, PCSH and high school stadiums. | N/A | Meghan | Weekly updates | Viewership/clicks, surveys, spot checks |
| | | Events that invite the community into schools. State of the District w/ legislators Jan. 2022 Brooklyn Park Bus. Council, Sept. 2022 State of the District w/ legislators Jan. 2023 Full listing during referendum | \$2,000 | Comm. Relations team, cabinet, principals | Various | Surveys, spot checks, ThoughtExchanges |
| | | Information shared at events going on in Brooklyn Park, Brooklyn Center, Corcoran, Dayton, Maple Grove, Osseo and Plymouth. Health on the Go, etc. Full listing during referendum | \$2,000 | Comm. Relations team, cabinet, principals | Various | Surveys, spot checks, ThoughtExchanges |
| | | Regular connections: *Cities, including admin, police, comms *Property managers, charter schools, realtors *Community groups, e.g. rotary, chamber *Key communicators (email Aug, Nov, Feb, May and one in person) | N/A | Comm. Relations team, cabinet, principals | Various Minimally once a year | Surveys, spot checks, ThoughtExchanges |
| | | Info@district279.org email and school emails. | N/A | Meg and Comm. Relations team | Various | Viewership/clicks, surveys, spot checks |

Future considerations:

- Audit district and school [social media](#) strategy.
- Review district brand and name.
- Schedule for creating consistent monument signs w/ digital displays.