

ISD  
279

OSSEO AREA SCHOOLS

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# Reimagine MN Strategy: Community Engagement

*Hosted by Osseo Area Schools*

# Outcomes of Presentation

Participants will:

- Resourcing toward transformation
  - Understand the importance of honoring the contributions of community voice while developing vision
  - Learn about opportunities that center student voice and decision making
  - Understand the Osseo Area Schools meaning making of critical data which informed strategic next steps.
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# Guiding Question for our Session

What is it about our system - people, policies and practices, that is resulting in inequitable outcomes for our students?





# Grounding



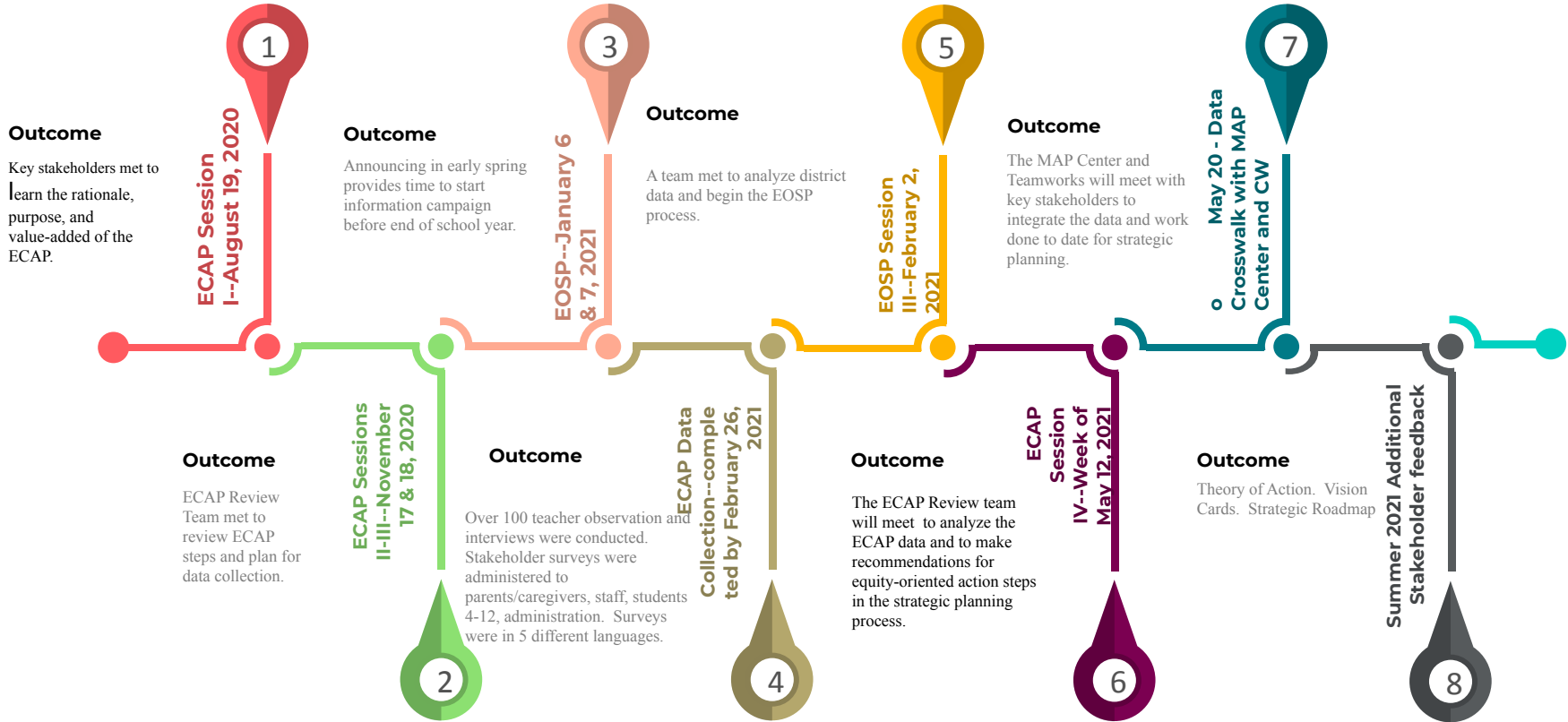
# Department of Educational Equity Mission Statement

- ▶ Creating opportunities and providing support to achieve and sustain equitable student achievement
- ▶ The Department of Educational Equity supports student learning by:
  - Building staff capacity to institutionalize racial equity and cultural relevance; and
  - Effectively implementing practices that achieve and sustain equitable student achievement.

# Four Pillars of Educational Equity

- ▶ Access
  - ▶ Representation
  - ▶ Meaningful Participation
  - ▶ Positive Outcomes
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# ECAP/EOSP Timeline



# ECAP Data Sources

1. STUDENT DATA PROFILE
  2. STAKEHOLDER SURVEY DATA
  3. SCHOOL REVIEW DATA
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# Seven Equity Domains

A. CLIMATE

B. ENVIRONMENT & RESOURCES

C. LEADERSHIP & GOVERNANCE

D. CONTINUOUS IMPROVEMENT

E. INSTRUCTION & ASSESSMENT

F. STUDENT ENGAGEMENT

G. FAMILY & COMMUNITY ENGAGEMENT

# Co-Interpretation

A **Co-Interpretation process** helps partners understand and interpret data within a larger collaborative needs assessment that uses the power of data and partner experience to make decision about what matters most.

# Prioritization for Equity Oriented Strategic Planning

PRIORITY #1:

**LEADERSHIP & GOVERNANCE**

PRIORITY #2


**CLIMATE**

PRIORITY #3

**CONTINUOUS IMPROVEMENT**



# Overview of Osseo Area Schools

- ▶ 31 sites
  - ▶ 20,792 students - fifth largest in MN
  - ▶ 17 elementary schools, 8 secondary
  - ▶ Early Childhood sites
  - ▶ Community Based Vocational
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# Racial Identity at District 279: Our 20,792 Scholars

- ▶ 6 identify as Native Hawaiian/Pacific Islander
- ▶ 446 identify as American Indian/Alaskan,
- ▶ 1,444 identify as Two Races or More,
- ▶ 1,962 identify as Hispanic,
- ▶ 3,376 identify as Asian/Pacific Islander,
- ▶ 5,368 identify as Black,
- ▶ 8,190 identify as White.

# Organization of DOEE

**AIE COORDINATOR, ETHAN NEERDAELS**

**FACE COORDINATOR, VANESSA GILL**

**EQUITY COORDINATOR, MERCEDES  
HENDERSON-CLARK**

**DIRECTOR OF DOEE,  
DUANE WARDALLY**

**EQUITY COORDINATOR, SABRINA TAPIA**

**EQUITY COORDINATOR, WAKAYA WELLS**

**EQUITY COORDINATOR, MAI XIONG**

**MLL COORDINATOR, KIERSTEN  
NICHOLSON**

# GUIDING QUESTION FOR 2021-22

## Mindful Critical Question (MCQ)

- ▶ **What is it about our system - people, policies and practices, that is resulting in inequitable outcomes for our students?**
  - *Who holds responsibility for the **system**?*
  - *Who are the **people**?*
  - *What holds responsibility for the **policies** and **practices**?*
  - *Who holds responsibility for the **inequitable outcomes**?*
  - *Who are your **students**?*

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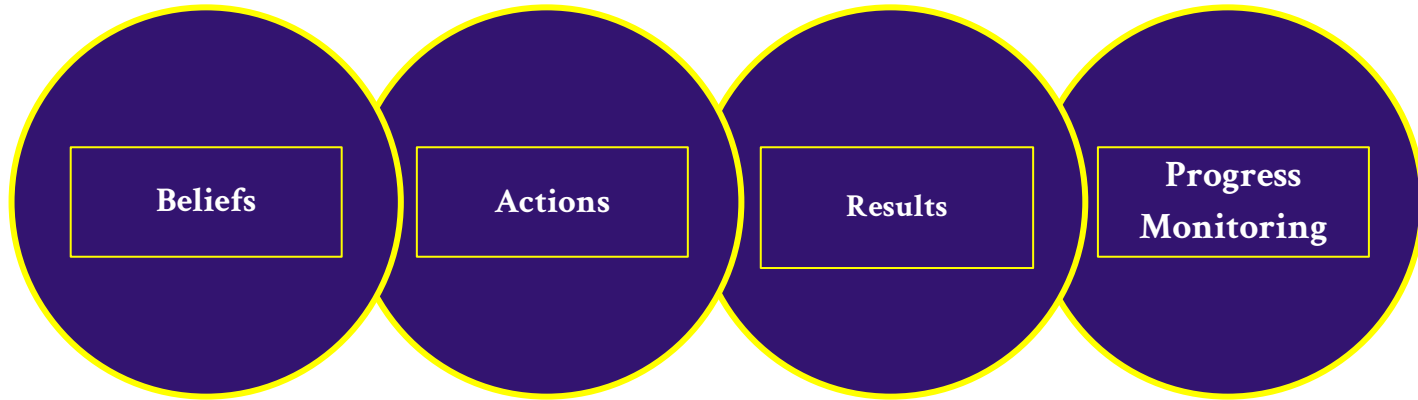
# **Family and Community Engagement**



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# Measuring Engagement

# Engagement Rubric



**Beliefs**

**Actions**

**Results**

**Progress  
Monitoring**

# Emerging Themes: School-wide Family Engagement Rubric

**Stage 1:** Welcoming and engaging climate with a strong relationship

and communication between families and staff

**Stage 2:** Partnering with families to support achievement

**Stage 3:** Investing families and community in school  
success

# Strategic Directions

- ▶ Creating safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement
  - ▶ Promoting inclusive participation and provide timely, relevant, and easily accessible communication
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# Engagement Highlights

# Summer Wellness Engagement Experiences



**Art Workshop**



“Scholar is now interested pursuing the sport (cheer) more. Being in 6th grade options are very limited to any sports.”

“We worked together and had lots of fun while going through the recipes with other families!”

“This class gave my daughter the opportunity to see her friend and have a safe playdate in a controlled environment.”

## Program Impact

“My daughter thoroughly enjoyed banging on the bucket drums. She even started doing it on some buckets we had at home!”

“My scholars who attended the other activities were so happy to have something fun to do during the summer so they weren't just bored at home. All of these activities were new to them so they got to learn new skills and see how they liked these various activities.”



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# Scholar Voice

# Process


- Examined and disaggregated information obtained from 13 Minnesota school district
- Reviewed School Board Guidelines from the Minnesota School Boards' Association and consulted with two board directors from other metro area school boards
- Met with district legal counsel
- Held weekly meetings between the district level principal and assistant superintendent of secondary schools
- Met with high school principals

# Student School Board Representatives



# Takeaways

Participants will:

- Resourcing toward transformation
  - Understand the importance of honoring the contributions of community voice while developing vision
  - Increased learning about opportunities that center student voice and decision making
  - Understand the Osseo Area Schools meaning making of critical data which informed strategic next steps.
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# Questions or Comments?

*Osseo Area Schools' Family and Community Engagement  
School Board Meeting, September 28, 2021*