

FARGO BOARD OF EDUCATION MEMO #96 – 2022-23

March 28, 2023

RE: Results Policy Monitoring
FROM: Dr. Rupak Gandhi, Superintendent
RE: Strategic Initiative 2: Positive School Culture and Safety

Attached to this memo, you will find an internal report from me certifying compliance with the Board of Education's Results-Strategic Initiative 2: Positive School Culture and Safety Policy (R-2). In compliance with R-2 and the Board of Education's Governance Process Annual Agenda Planning Policy (GP-8E), this report is provided to the Board annually for monitoring purposes. My certification ensures that the information provided in the report complies with the monitoring frequency, monitoring criterion, and monitoring method outlined in R-2.

If approved, this internal report will be utilized as monitoring of Fargo Public Schools Strategic Initiative 2 on the Strategic Plan Dashboard, as one of the reports to assist monitoring Superintendent performance as outlined in Board/Superintendent Relationship Policy 5 (B/SR-5) and as one of the reports for the Annual Evaluation of the Superintendent in accordance with the Board-Superintendent Relationship Policy 5-E (B/SR-5-E).

At the meeting, I and/or other designated staff will be able to answer any specific questions regarding the information or Superintendent's Interpretation presented in the attached report.

RECOMMENDATION: that the 2022-23 internal report for monitoring Strategic Initiative 2 be approved as provided and accept the Superintendent's certification that the Strategic 2 Result was achieved or reasonable progress has been made.



**Results Monitoring Report: Strategic Initiative 2-Positive
School Culture and Safety**
SY 2022-2023

Prepared: March 28, 2023

STRATEGIC INITIATIVE 2: POSITIVE SCHOOL CULTURE AND SAFETY

RESULT: All Fargo Public School environments are physically safe and psychologically supportive for students and adults.

Monitoring Frequency: *Annually in Concurrence with Strategic Plan Review, Periodic Updates as Scheduled in GP-8-E*

Monitoring Criterion: *In accordance with Board/Superintendent Relationship Policy 5 (B/SR 5), the Board of Education will monitor this Result by drawing conclusions based upon the Board's prior action during the year relative to whether each Result has been achieved or whether reasonable progress has been made toward its achievement.*

Monitoring Method: *In accordance with Board/Superintendent Relationship Policy 5 (B/SR 5), the Board will acquire monitoring data on Results and Executive Limitations policies by one or more of three methods:*

- a. By internal report, in which the Superintendent discloses and certifies compliance information to the Board*
- b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies*
- c. By direct Board inspection, in which the Board assesses compliance with the appropriate policy criteria*

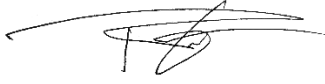
With the adoption of the current Fargo Public Schools Strategic Plan, the Fargo Board of Education determined analysis of the following information (including a breakdown by student subgroup when appropriate) in the context of the overall operations of Fargo Public Schools shall be provided for monitoring Result(s) tied to this Strategic Initiative:

- Analysis of Cognia Climate and Culture Survey
- Analysis of school and district safety and emergency management procedures, practices and outcomes
- Analysis of student support services offered, utilized and resulting outcomes

The Superintendent and/or their designee will submit an internal report annually with the information identified above for the monitoring of this policy.

SUPERINTENDENT CERTIFICATION

In accordance with the Fargo Board of Education's Results Policy (R-2), I certify this monitoring report complies with the expectations outlined Fargo Board of Education policies.



Rupak Gandhi, Ph.D.
Pronouns: he, him, his
Superintendent
Fargo Public Schools

SUPERINTENDENT INTERPRETATION

For the purposes of monitoring Results in Strategic Initiatives, it is the interpretation of the Superintendent that the analysis of each identified Results Policy Indicator includes the following information (if and when applicable):

- Key Accomplishments
- Challenges
- Next Steps

SUPERINTENDENT MONITORING RECOMMENDATION

RESULT: All Fargo Public School environments are physically safe and psychologically supportive for students and adults.

RESULT achieved, or reasonable progress made towards achievement
 Reasonable progress not made towards achievement

RESULTS POLICY INDICATOR: ANALYSIS OF COGNIA CLIMATE AND CULTURE SURVEY

Key Accomplishments:

The Continuous School Improvement process requires feedback from staff, students, parents, and guardians’ feedback. Fargo Public Schools gives staff, students, parents, and guardians a Climate and Culture Survey every other school year. The survey is designed to gather perceptions, opinions, and knowledge of Fargo Public Schools.

Cognia Climate and Culture Survey	TIME	Staff	Students	Parents / Guardians
Spring of 2022	April 6 to May 13, 2022	1,012	5,987	1,860
	Elementary (Students grades 3-5)		2,287	951
	Middle School		1,777	322
	High School		1,923	587

- Parents, students, and staff overall feel supported and have indicators of positive relationships.
 - Parent / Guardian highpoint:
 - Which four of the following words best describe, in general, the interactions YOU have with staff at your child’s school?
 - 66% selected Respectful, 58% Supportive, 49% helpful, and 47% Brief
 - Staff highpoint:
 - Which four of the following words best describe, in general, how you feel while at work?
 - 55% challenged, 51% Supported, 51% Tired, and 42% Happy
 - Student highpoints:
 - Elementary-Which four of the following words or phrases best describe, in general, what you think of your teachers?
 - 90% fun, 86% caring, 85% honest, and 72% Active
 - Secondary (Middle and High)-Which four of the following words best describe, in general, what you think of your teachers?
 - 59% honest, 58% caring, 45% fun, 42% interesting

Challenges:

- Staff and Students indicate that both groups generally feel tired during the school day.
 - Which four of the following words best describe, in general, how you feel while at work?
 - 55% challenged, 51% supported, **51% tired**, and 42% happy
 - The percentage of staff surveyed who feel Angry (9%), Isolated (9%), Afraid (6%)
 - Elementary- Which four of the following words best describe, in general, how you feel while at school?
 - 62% happy, **55% tired**, 45% bored, and 43% challenged
 - The percentage of students surveyed who feel Angry (12%), Lonely (13%), and Afraid (6%)
 - Secondary (Middle and High)-Which four of the following words best describe, in general, how you feel while at school?

- **71% tired**, 63% Bored, 32% pressured, 31% happy
- The percentage of students surveyed who feel Angry (13%), Lonely (17%), and Afraid (7%)

Next Steps:

The Cognia Climate and Culture survey will be given again in the spring of the 2023-24 school year. The current data shows that FPS families, staff, and students are in a caring environment. The training and support will be implemented for Positive Behavior Interventions and Supports (PBIS), Catalyst, Wellness, and the instructional playbook across the district. These research-based strategies support student learning by strengthening engagement strategies and relationships. The Teaching and Learning Department will discuss how the district can investigate why staff and students feel tired, angry, lonely, and afraid while at school and will use the 2021-22 survey data as a baseline.

RESULTS POLICY INDICATOR: ANALYSIS OF SCHOOL AND DISTRICT SAFETY AND EMERGENCY MANAGEMENT PROCEDURES, PRACTICES, AND OUTCOMES

Key Accomplishments:

Fargo Public Schools is updating the district emergency and reunification plans to include A.L.I.C.E (alert, lockdown, inform, counter, and evacuate) and create an implementation plan to provide training for all staff members.

Challenges:

The district safety committee has identified several challenges that need to be addressed in the updating of the district emergency plan. The topic concerns the following: developing a communication system for traveling staff, consistent language district-wide for safety protocols, consistent access for all staff on safety protocols, and dedicated time to complete the staff safety training.

Next Steps:

The district emergency plan will be updated and reviewed for feedback by all principals, building leadership teams, and the safety committee by the end of May 2023. The final draft will be updated and distributed to all staff for the 2023-24 school year.

RESULTS POLICY INDICATOR: ANALYSIS OF STUDENT SUPPORT SERVICES OFFERED, UTILIZED, AND RESULTING OUTCOMES

Key Accomplishments:

The student support services available to students at the strategic (tier 2) and intensive (tier 3) intervention levels in the 2022-2023 school year have grown. Growth has been possible through community partnerships and Elementary and Secondary School Emergency Relief (ESSER) funding. We continuously review opportunities students have for receiving services and collaboratively work to reduce the barriers to accessing them. Additionally, we regularly work to develop community partnerships to fill service gaps wherever possible. See *Appendix for utilization and results data.*

STUDENT SUPPORT SERVICES Tier 2 & 3 Intervention	PROVIDER	LOCATIONS
Mobile Unit Immunizations	Family HealthCare	All campuses
Positive Behavior Program	10 Interventionists (PBIs) • 1 ESSER 23 Technicians (PBTs) • 10 ESSER	All campuses
Restorative Conference Facilitators	5 FPS Staff • All ESSER	Ben Franklin Carl Ben Eielson Discovery Davies South
Student Wellness and Family Facilitators (SWFFs)	12 FPS Staff • 3 ESSER	All Campuses
Connect and Support	Together Counseling	All FPS Students and Staff
Clinical Mental Health Services On-Site	12 Community Mental Health Agencies	All campuses
Co-located Clinical Mental Health Services	Solutions Behavioral Health Together Counseling • ESSER Funded	Eagles Ed Clapp HMR Jefferson Lewis & Clark Lincoln Explorer Academy Ben Franklin Carl Ben Eielson Discovery Davies North South
Targeted Case Management	Nexus-Path	Carl Ben Eielson Eagles Ed Clapp HMR Jefferson Lewis & Clark Lincoln

Challenges:

1. **Building Space** – Our buildings are often used to capacity as part of the day-to-day operation of education. Bringing in community partners, which typically requires a private meeting space with students, can be difficult when space is at a premium. Some community partner services have been reduced or eliminated because private space is not available.
2. **Transportation** – A significant barrier to students accessing services outside of the school day is related to personal and public transportation. Navigating services providers across the city borders and to/from areas within our school boundary limits student access to services. Additionally, many caregivers are limited to time away from work to take their child to the provider whose hours largely overlap with the school day.
3. **Waitlists** – Many clinical providers are at capacity for serving clients and the waitlist to be seen for support services can be anywhere from two to six months. Waiting for clinical services can compound stress for the student, their family, and the school.
4. **Time out of the classroom/away from instruction** – While providing support services is critical for students to be able to access academic programming emotionally and cognitively, we regularly evaluate the amount of time a student may be missing instruction to receive the support. The school-based team regularly addresses options for instructional accommodations while the service is provided.
5. **ESSER Funding** – Many personnel and partnerships have been accessible because of ESSER funding. A thorough examination of services and their impact on student outcomes (i.e., attendance, behavior, academic performance) will need to be examined alongside remaining job descriptions and budgets to determine the next steps.

Next Steps:

- University of Minnesota’s Center for Applied Research and Educational Improvement (CAREI) completed a review this fall of FPS’s MTSS Framework. Priority areas of tier 1 core instruction, comprehensive MTSS protocol, including academic, emotional and behavioral interventions, and mental health services along with many tasks and considerations were proposed. A district leadership team is meeting regularly to address and support buildings with a more clearly articulated process for student support.
- Ongoing professional development for trauma-informed practices as they relate to prevention, instruction, and responding to students’ psychological and physical needs continues to be a priority across each department as a collective unit.
- FPS teams are reviewing current job descriptions and duties to determine opportunities for adjustment to continue to provide services to students with licensed and trained staff.
- Ongoing collaboration is occurring to establish venues for community partner integration as resources and support in the school (e.g., Fargo Cass Public Health, FirstLink, Mental health providers, state mental health workgroup).
- Finding a specific process and or data to quantifying the impact of each of these services on student attendance, behavior outcomes, and academic progress is warranted in order to make data-informed decisions in the future.
- We continue to investigate available grant funding as a means of continuing evidence-based interventions beyond the life of ESSER funding. There are currently three grant applications in the process to continue such services through a feeder-school model of aligned supports.

APPENDIX

STUDENT SUPPORT SERVICES UTILIZATION AND OUTCOME DATA

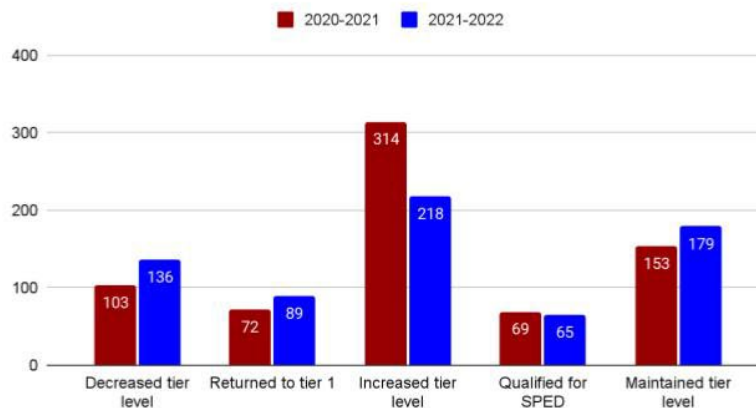
Mobile Immunization Unit - Family HealthCare

7. **Provisional admission - Exclusion.** Any child admitted to school or early childhood facility under the provision that such child is in the process of receiving the required immunizations shall be required to receive the immunizations according to the recommended schedule set forth by the state department of health. Any child admitted to school and not adhering to the recommended schedule shall provide proof of immunization or a certificate of immunization by October first or within thirty calendar days of enrollment if enrolling after October first or be excluded from school. Any child admitted to an early childhood facility and not adhering to the recommended schedule shall provide proof of immunization or a certificate of immunization within thirty calendar days of enrollment or be excluded from the early childhood facility.

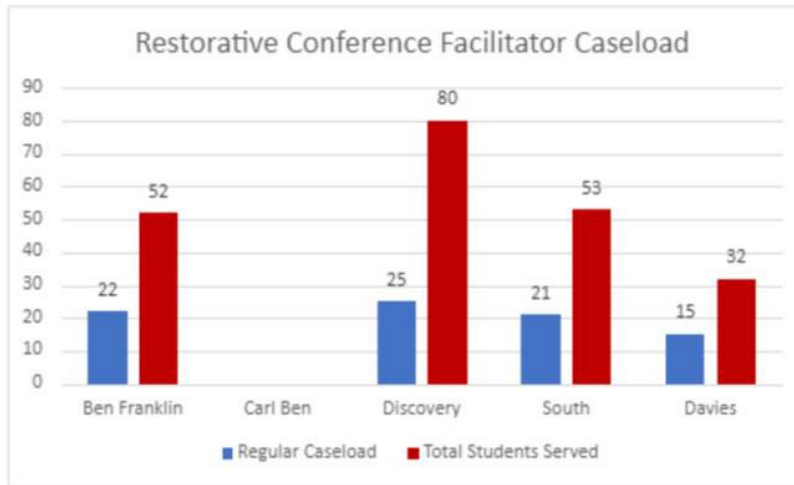
Mobile Unit Immunization Summary	2021	2022
# of Events (sites)	11	18
Patients Seen	76	75
Total Vaccines Given	174	163

Positive Behavior Program

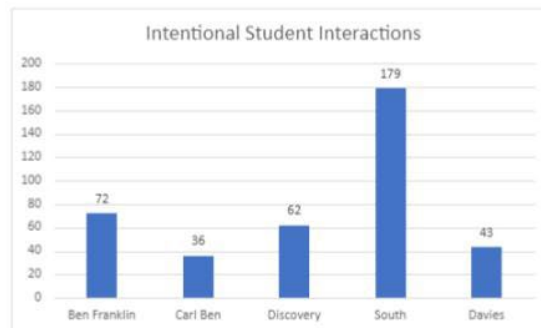
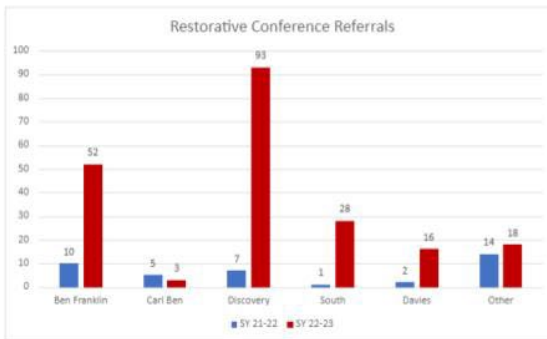
PB Program Participants Movement Across the Tiers



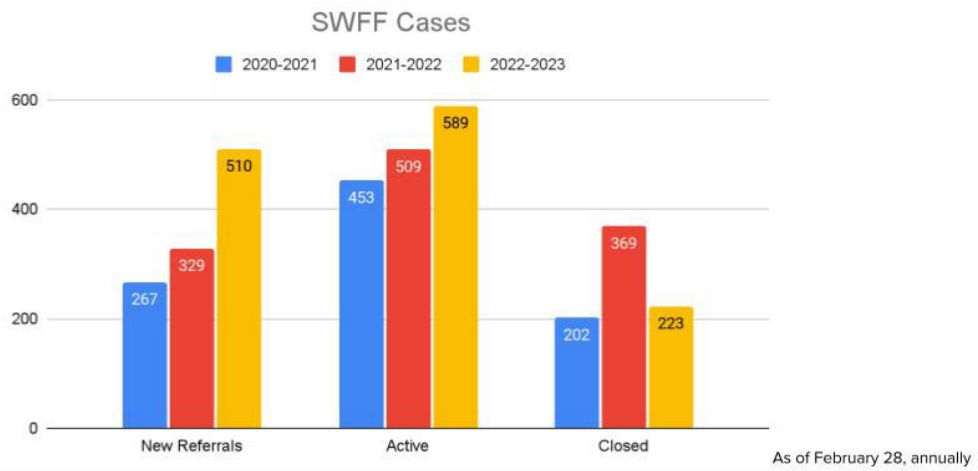
Restorative Conference Facilitators



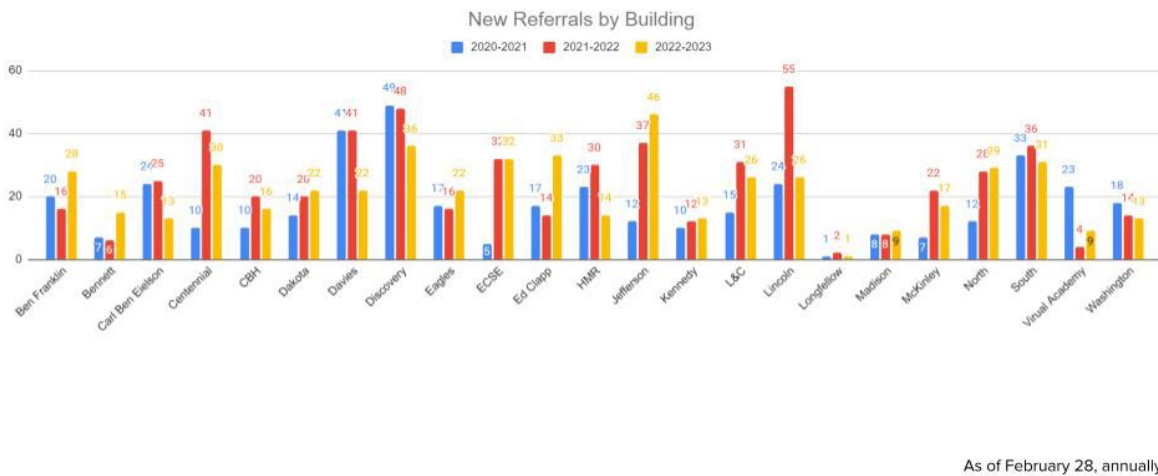
Restorative Conference Facilitators



Student Wellness & Family Facilitators (SWFFs)

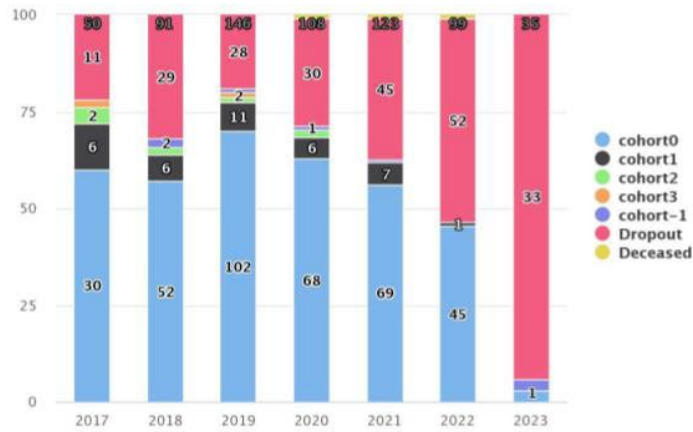


Student Wellness & Family Facilitators (SWFFs)



Student Wellness & Family Facilitators (SWFFs)

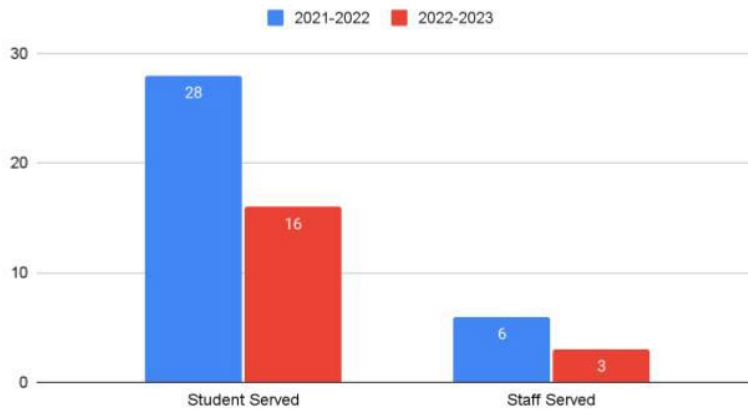
High School Graduates



2023: as of February 28

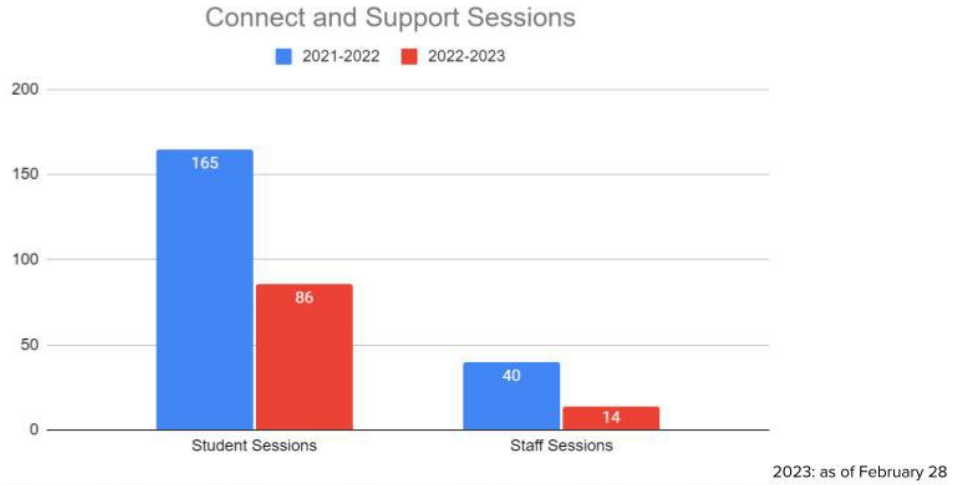
Connect and Support - Together Counseling

Connect and Support People Served

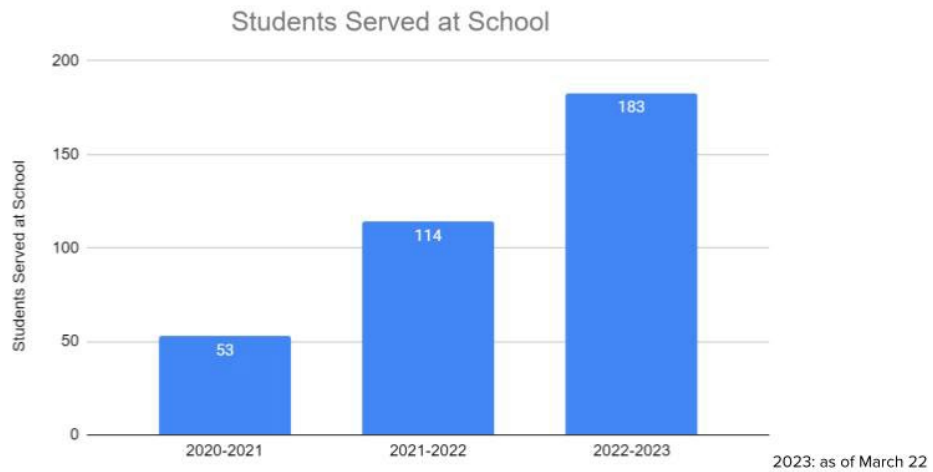


2023: as of February 28

Connect and Support - Together Counseling



Clinical Mental Health Services On-Site



Co-located Mental Health Services

