

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Board Room 11200 93rd Ave, N Maple Grove, MN 55369 Tuesday, May 10, 2022 6:00 PM
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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 in person. 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
Kelsey Dawson Walton, Board Chair
2. 6:05 p.m. Check-in
Cory McIntyre, Superintendent
3. 6:05-6:50 p.m. District Management Group (DMG) Special Education Opportunity Review 3
Results
Kate Emmons, Director of Student Services; Kelly Wilson, President, Education Minnesota-Osseo; District Management Group representatives Stephanie Watson, Jennifer Riland and Matt Crowell
4. 6:50-7:20 p.m. George Floyd Resolution Update 40
Bryan Bass, Assistant Superintendent of Equity and Achievement
5. 7:20-7:50 p.m. Radically Investing in Scholars Excellence (RISE) Committee Update 86
Vanessa Gill, Family and Community Engagement Coordinator
6. 7:50-8:35 p.m. Building a Better Future (Phase II) Study Groups Update 103
John Morstad, Executive Director of Finance and Operations; Brian Siverson-Hall, Executive Director of Community Engagement; Bryan Bass, Assistant Superintendent of Equity and Achieve; and Steve Flisk, Assistant Superintendent for Elementary Schools
7. 8:35-8:50 p.m. Board Calendar Review 143
Cory McIntyre, Superintendent
8. 8:50 p.m. Adjourn
Kelsey Dawson Walton, Board Chair

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OSSEO AREA SCHOOLS

ISD  279

Special Education Opportunity Review

Final Findings & Recommendations

Board Presentation

May 10, 2022



District Management Group | Helping Schools and Students Thrive

Agenda

- 1 Project Overview
- 2 District Context
- 3 Staffing Benchmark
- 4 Commendations
- 5 Opportunities for Consideration
- 6 Next Steps

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1	Project Overview
2	District Context
3	Staffing Benchmark
4	Commendations
5	Opportunities for Consideration
6	Next Steps

DMGroup Team



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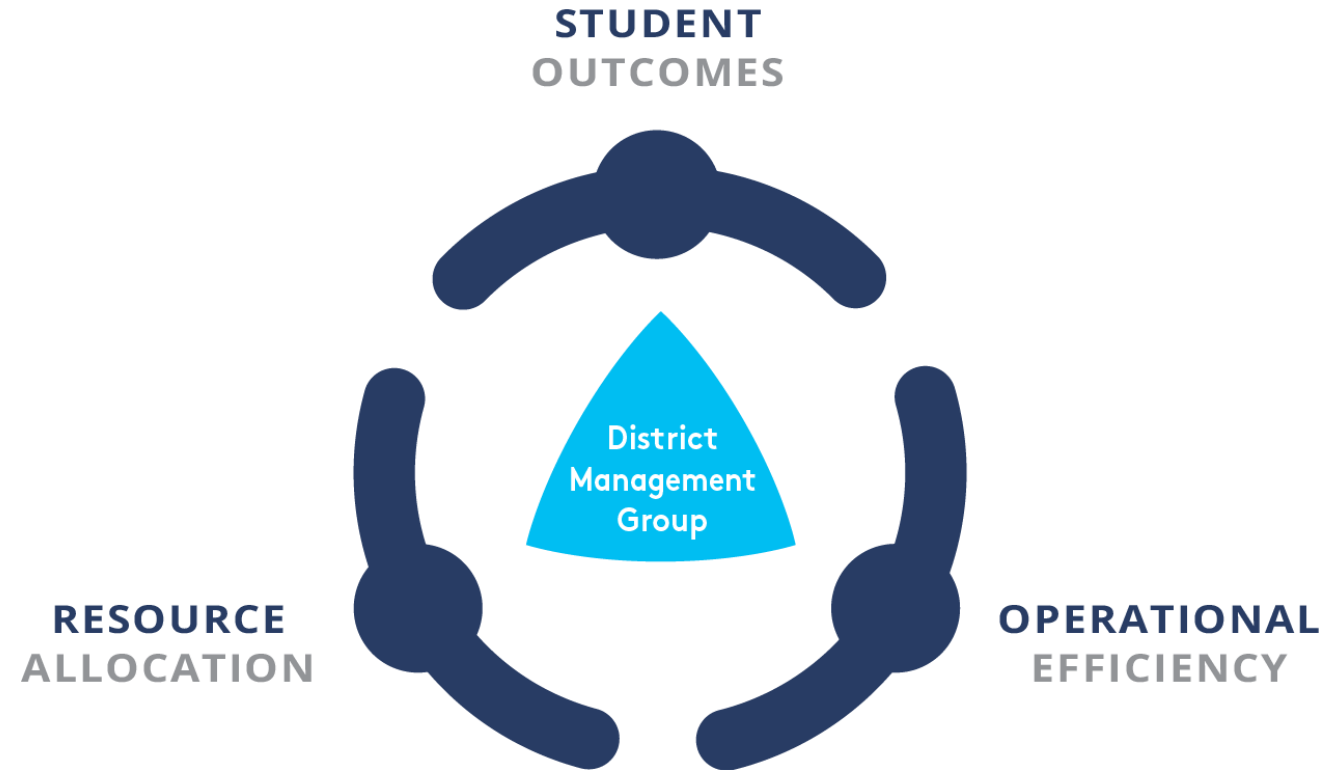
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Matt Crowell

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Our mission is to achieve systemic improvement in public education by combining management techniques and education best practices.



We believe that a district must focus on meeting all three of these objectives to achieve lasting results for students.

Founded in 2004, DMGroup has partnered with hundreds of school districts across the US, helping them address their most pressing needs.

All Sizes of Districts



1,700 students
Rural



5,000
Suburban



6,800
Suburban



10,600
Gateway



55,000
Urban



100,000
Urban

Nationwide Experience



California



Minnesota



Texas



South Dakota



Maryland



Illinois

All Types of Districts



Selected DMGroup Partner Districts⁸

DM Learning



Best-in-class knowledge and professional development, and a membership community of forward-thinking leaders learning, sharing, and making a difference for students.

DM Solutions



Structured and facilitated approaches to deliver tangible solutions to district challenges.

DM Consulting



Customized management consulting support across a variety of practice areas.

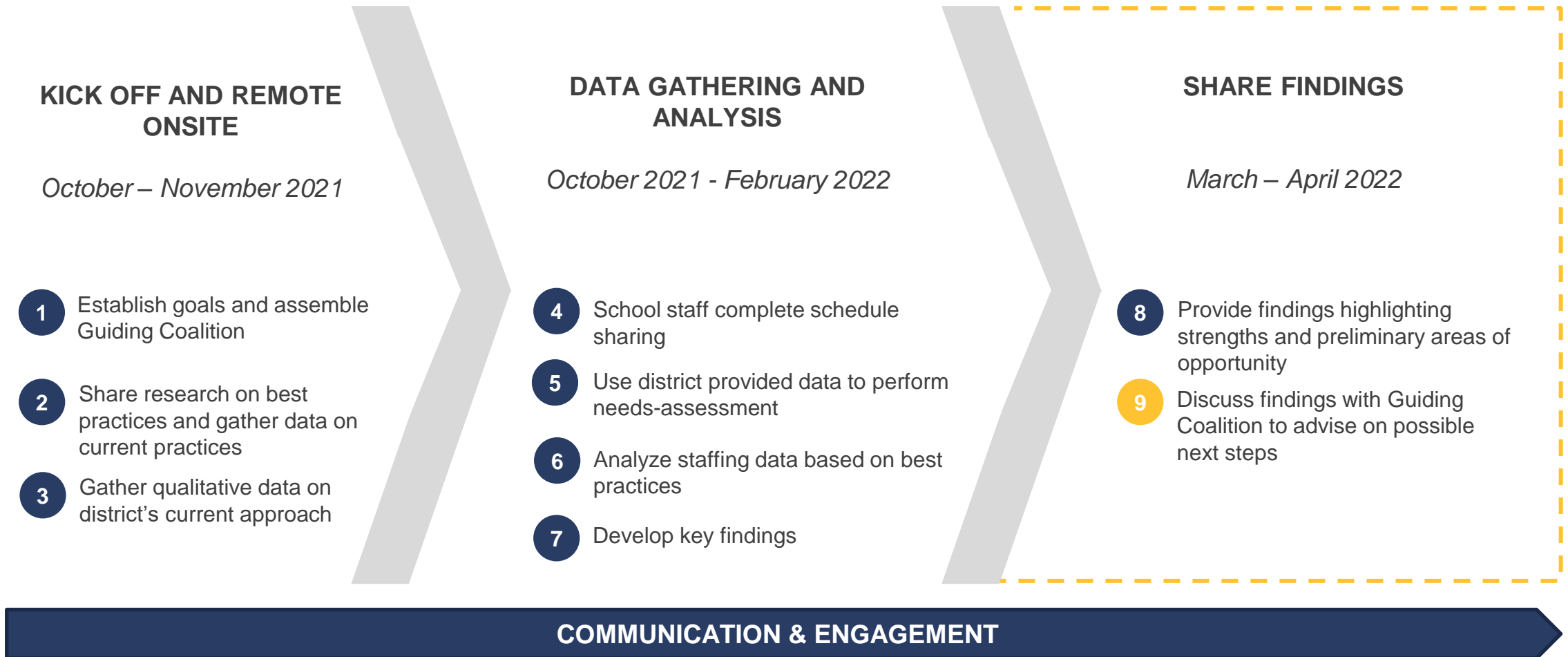
Our work focused on several key components to help the district refine and strengthen supports for students who struggle.

Proposed Project Goals

- ✓ Develop an understanding of **current practice related to special education and intervention** in the district.
- ✓ Explore **alignment of current practice with best practice research** in order to raise achievement of students who are struggling, with or without special needs.
- ✓ Identify opportunities to **align staff practices with best practices and effectively manage staffing** in order to create sustained change in schools and classrooms and improve the work life of teachers.

Below is an overview of our work together.

Project Overview



Our findings were developed through analysis of both quantitative and qualitative data to identify the highest leverage opportunities to improve outcomes for students.

Methodology



Data Analysis

of student achievement data and other key data sources

- National benchmarking
- Staff schedule sharing
- Data analysis to address the following key issues:
 - What service delivery models are used, and are they consistent across the district?
 - How much time is spent directly with students each week?
 - How much time is spent on duties, testing, or in meetings?
 - Can time be utilized differently or more efficiently and effectively?
 - Are staff equitably distributed between schools given the needs of students in each building?



Interviews

with district leaders & key stakeholders

- Superintendent
- Director of Student Services
- Education Minnesota Representative (Union Leadership)
- Assistant Director of Student Service
- Assistant Superintendent Equity and Achievement
- Director of Learning and Achievement
- Director of Business Services
- Learning and Achievement Grade Level Leads
- Social-Emotional Learning Leads



Focus Groups

with district staff & community members

- DMGroup conducted 30 focus groups and spoke with around 100 staff members in key roles from across all areas of the district, including:
- Special Education Building Coordinators
 - Elementary & Secondary Principals
 - Early Childhood Special Educators
 - General Educators & Support Staff
 - Student Service Coordinators
 - Special Education Teachers
 - Related Service Providers
 - Behavior Support Staff
 - Transition Teachers
 - EL Teachers
 - Parents
 - Union Members
 - ESPs



Surveys

with general education and special education teachers

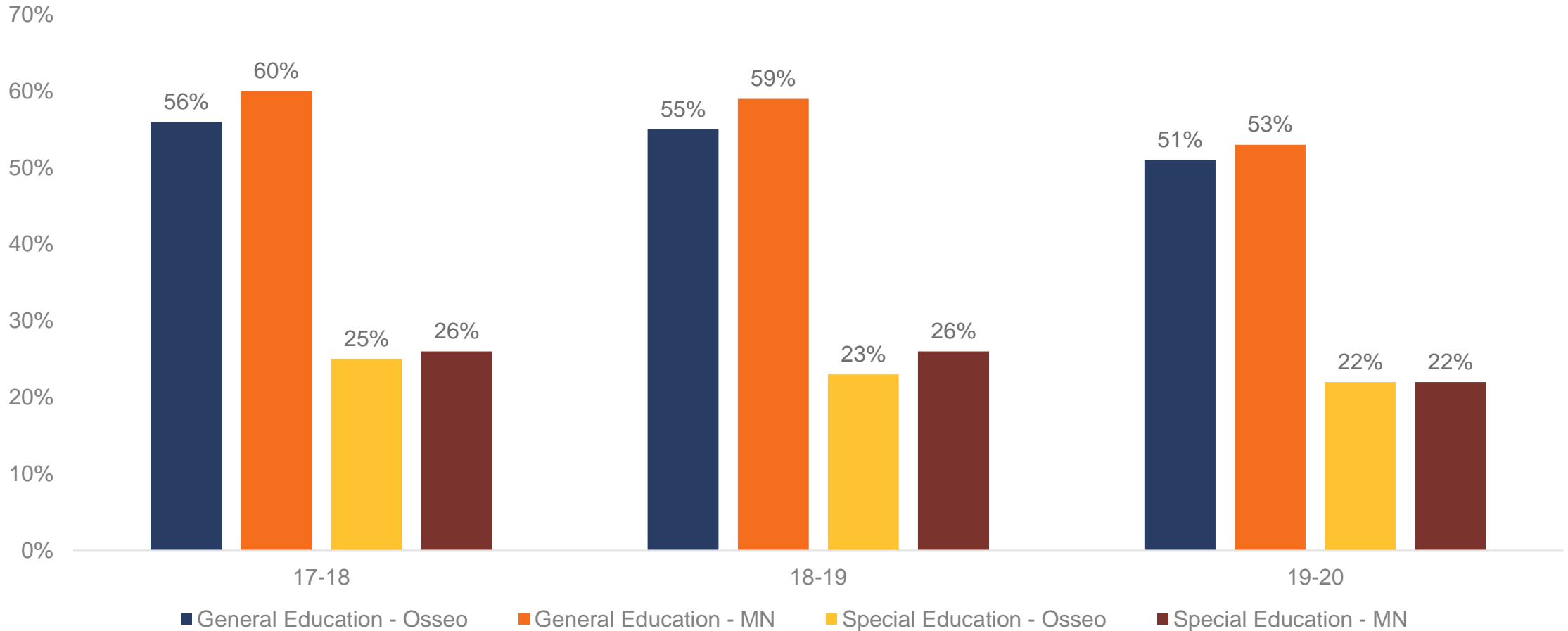
- DMGroup conducted surveys to measure teacher perceptions and gather information on the curricula and curricular supports teachers are using across the district.
- 50 resource teachers participated in the survey
 - 76 general education teachers participated in the survey

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Though there is a substantial achievement gap between general education and special education students in Osseo, the district is largely performing on par with the state in ELA.

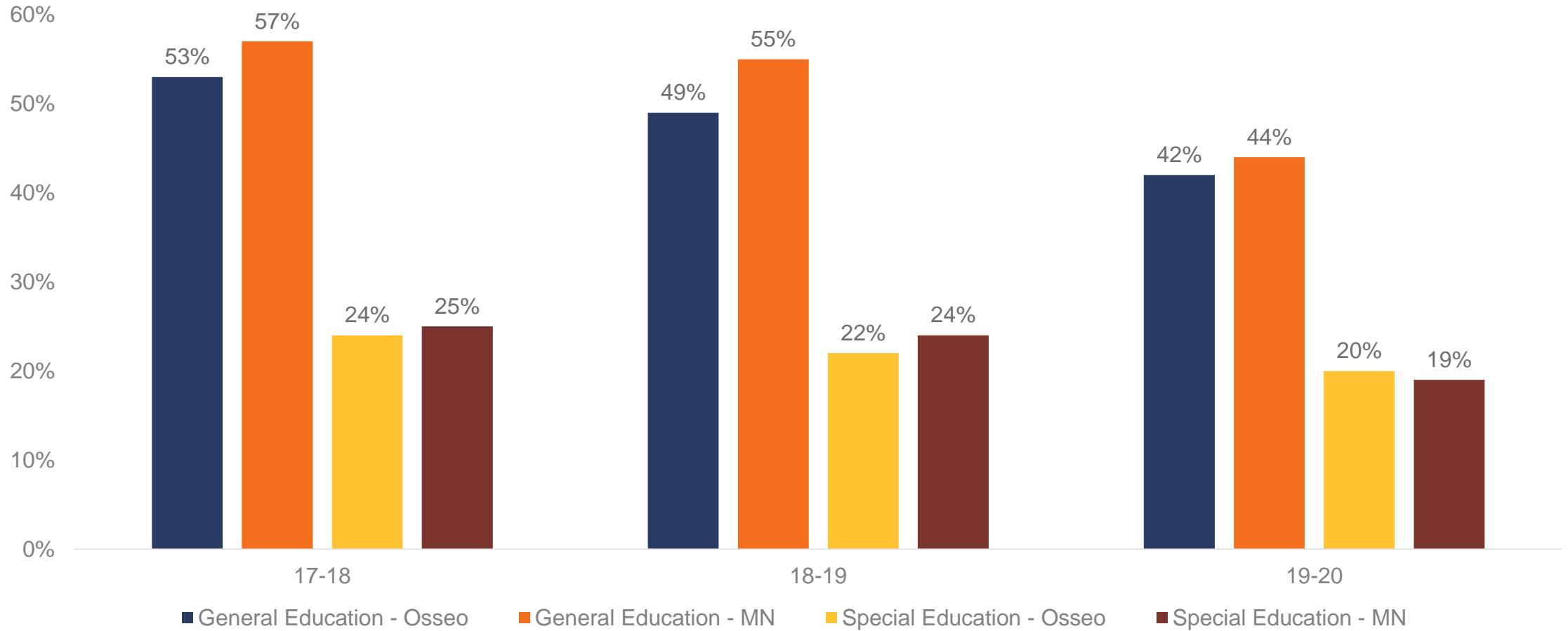
Percentage of Students Achieving 'Meets Expectations' or Above on the MCA for ELA; Grades 3-11



Source: Minnesota Report Card

The same is true of students' performance in Math.

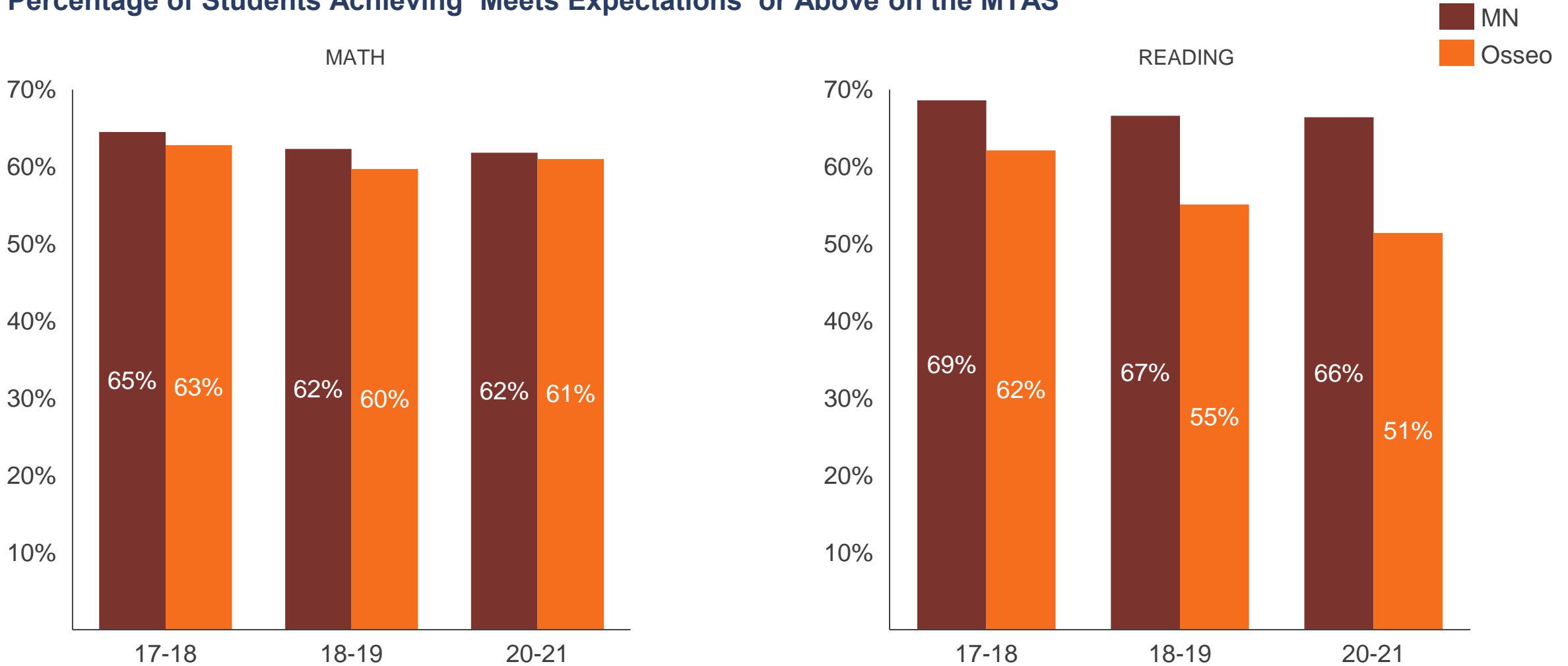
Percentage of Students Achieving 'Meets Expectations' or Above on the MCA for Math; Grades 3-11



Source: Minnesota Report Card

When looking at the MTAS, Osseo students perform on par with the state in math and below average in reading.

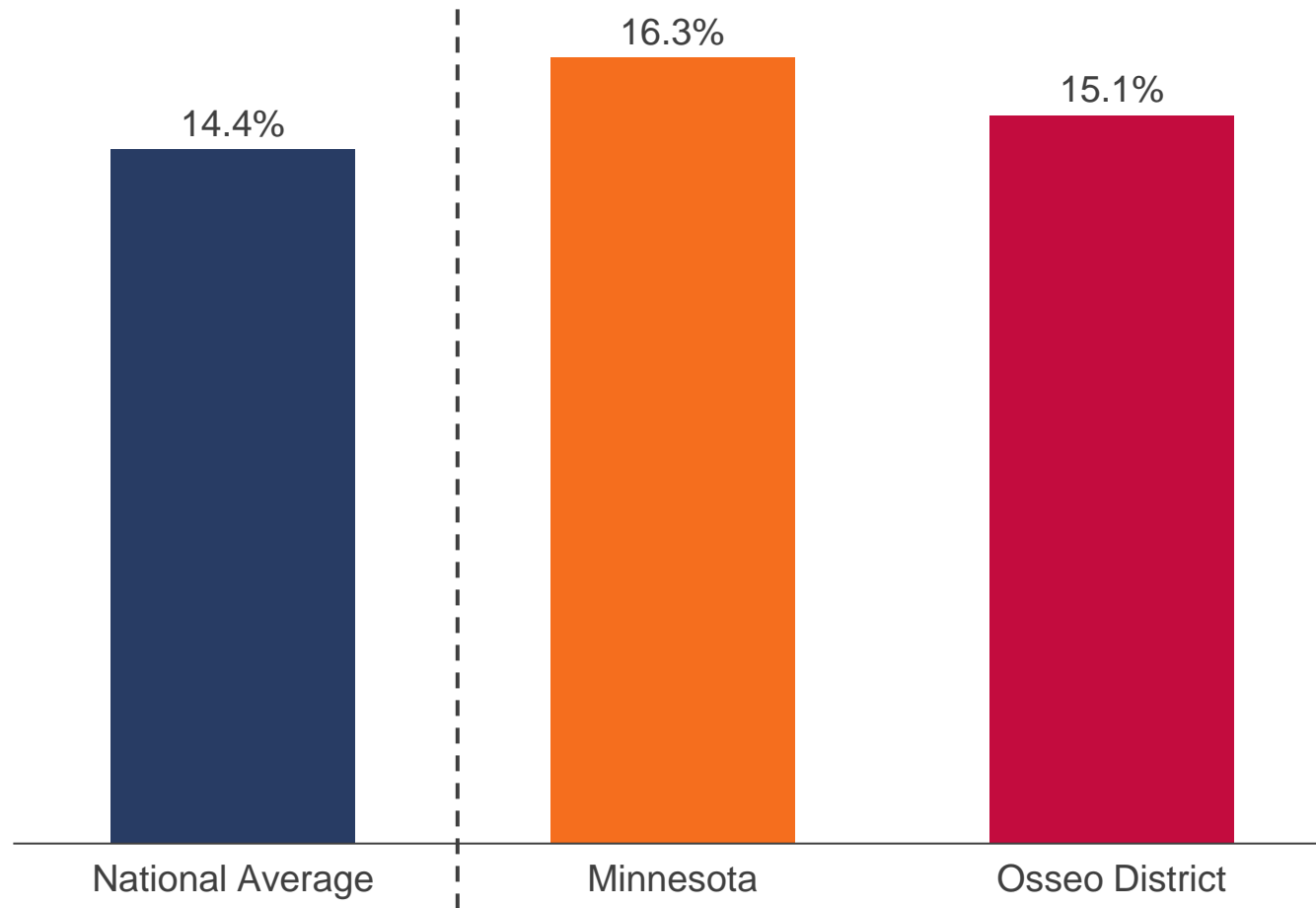
Percentage of Students Achieving 'Meets Expectations' or Above on the MTAS



Source: Minnesota Report Card

Identification rate for special education services is slightly higher than the national average, but lower than the state average.

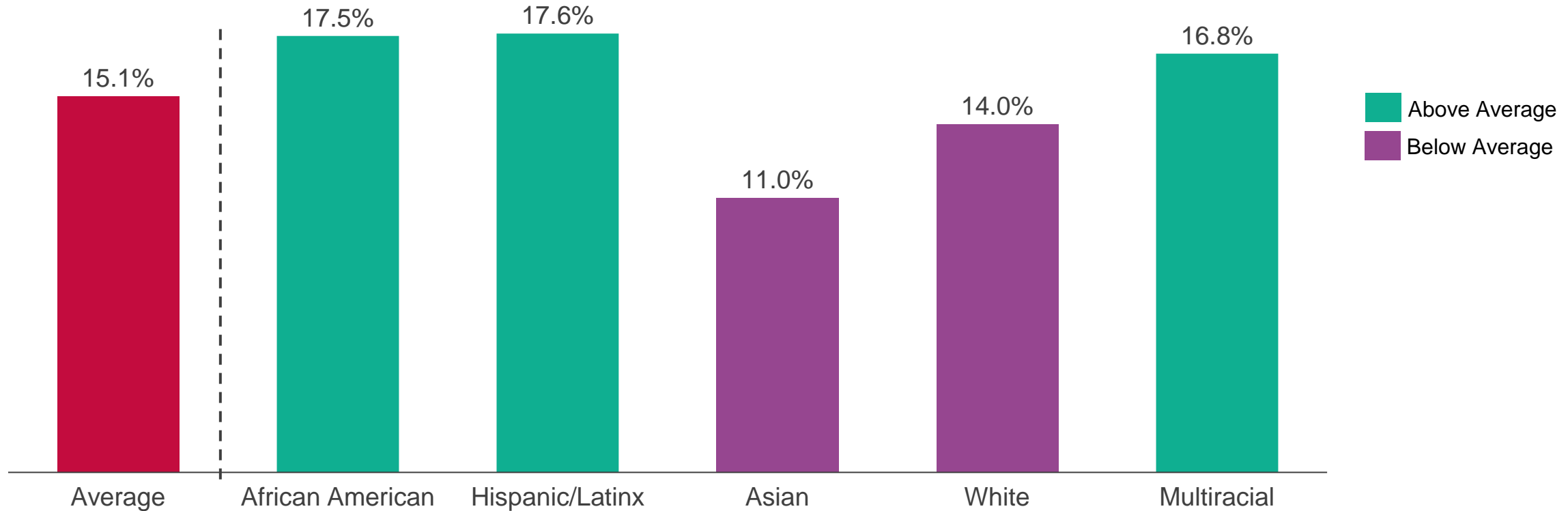
Identification Rates – Osseo Area Schools (SY 2021-2022) vs. National (SY 2019-2020) & State (SY 2019-2020)



Source: Osseo District 279 (data extracted as of 10/19/2021). National Center for Education Statistics (2019).
Note: Identification rates includes Speech or Language Impairments

African American, Hispanic, and Multi-racial students are identified for special education services at rates higher than the district average.

Students with Disabilities Rates by Subgroup (SY 2020-2021)



Students Identified with Disability	927	343	368	1127	239
Total # of Total Students per Subgroup	5291	1948	3339	8059	1422

Source: Osseo District 279 (data extracted as of 10/19/2021).
 Note: Only subgroups that comprise at least 2% of the total student population were included.

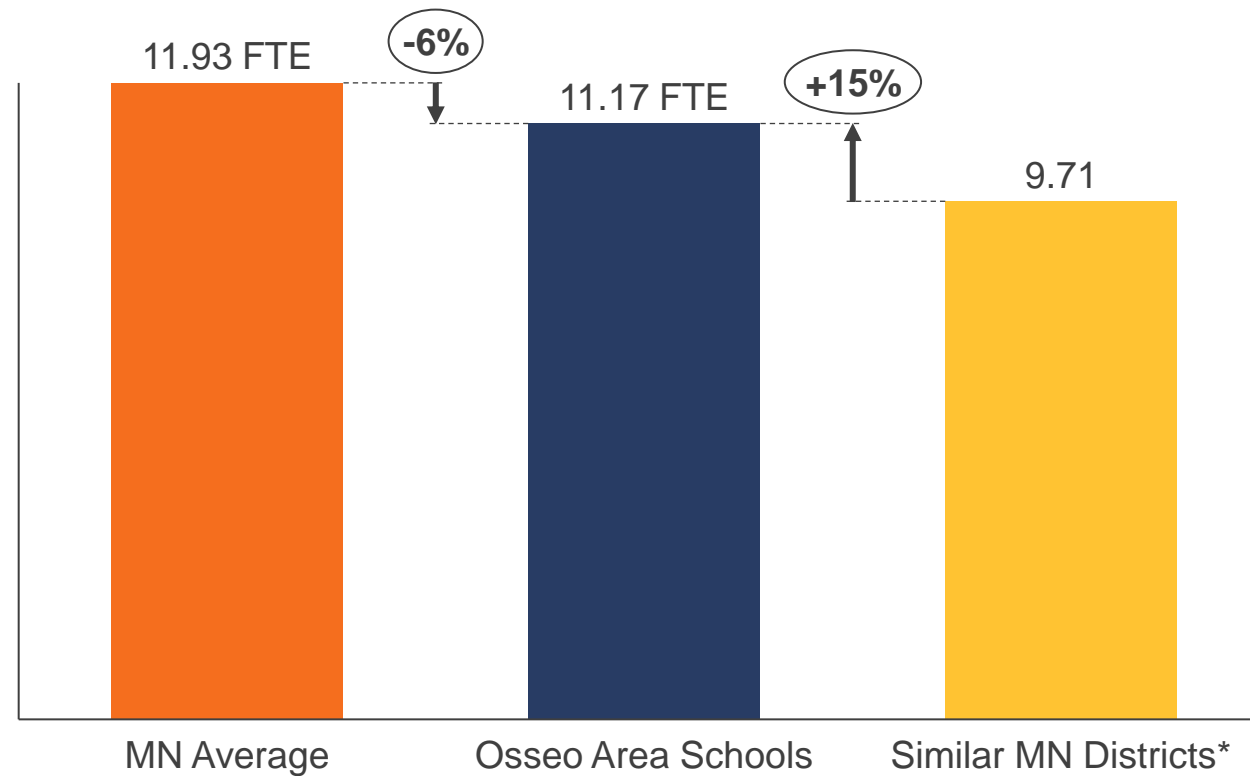
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When compared to staffing levels for other school districts in Minnesota, Osseo Area Schools has a similar number of special education teachers.

Staffing Levels Compared to Other Districts in Minnesota per 1,000 Students

Special Education Teachers



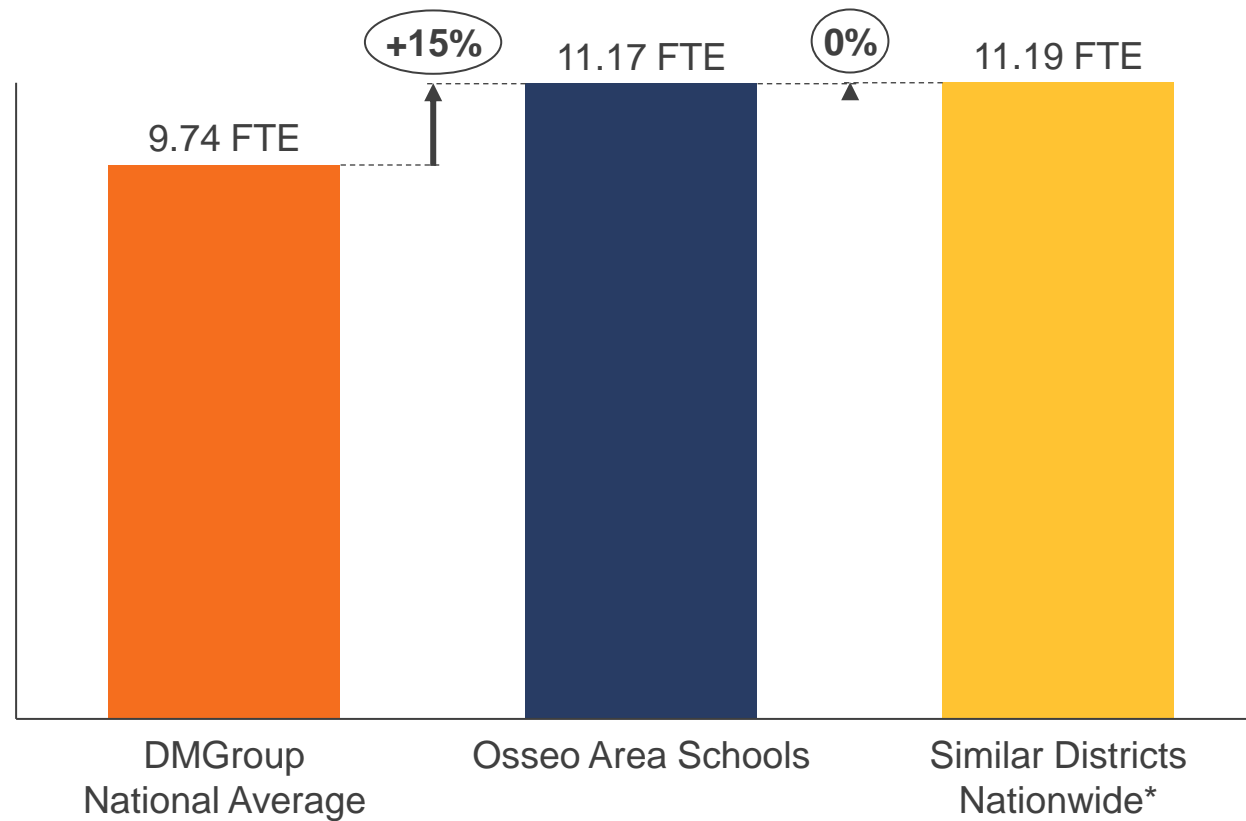
Sources: District staff benchmarking from DMGroup proprietary database; Minnesota Department of Education SY20-21 Data; Osseo Area Schools Data

*districts with similar identification rates 20

Osseo Area Schools also has a similar number of special education teachers when looking at districts with similar identification rates nationwide.

Staffing Levels Compared to Other Districts Nationally per 1,000 Students

Special Education Teachers



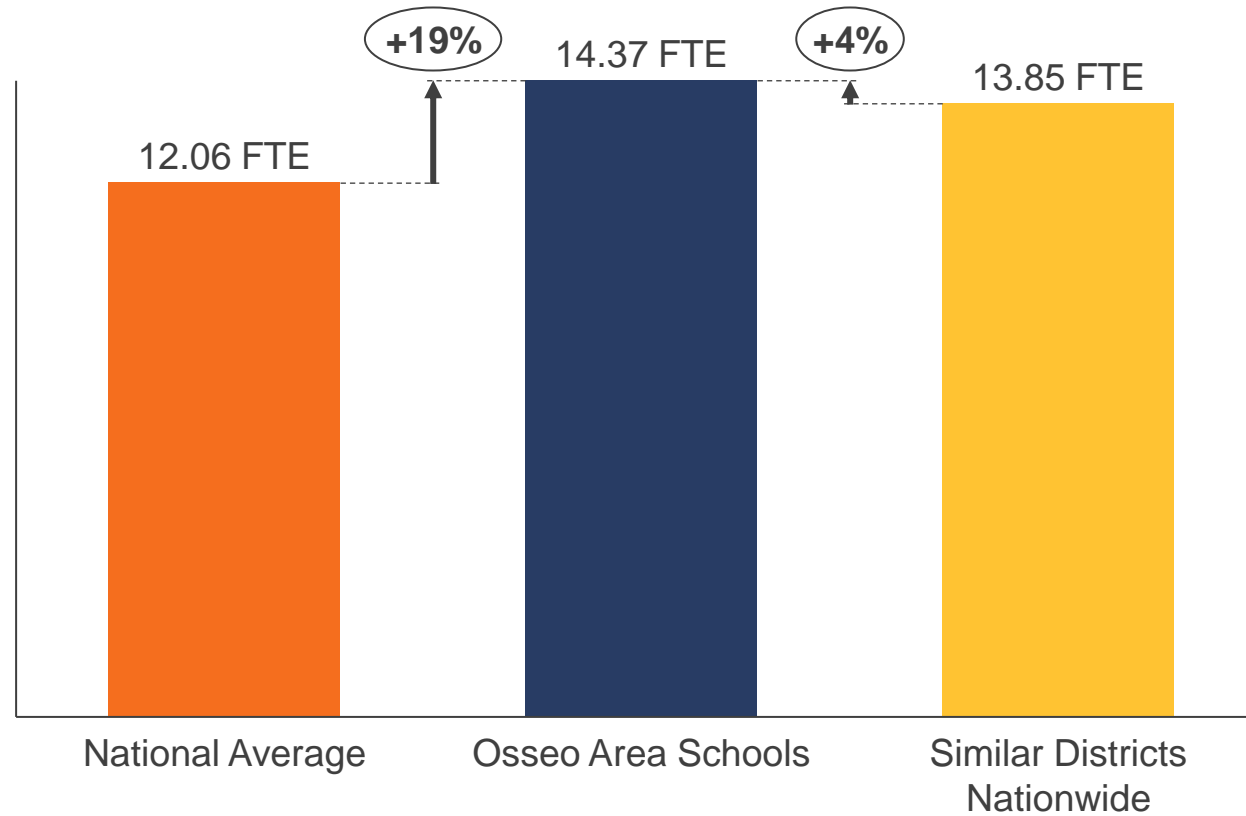
Sources: District staff benchmarking from DMGroup proprietary database; Osseo Area Schools Data

*districts with similar identification rates 21

Osseo Area Schools has a higher number of paraprofessionals (ESPs) than both the national average and the average of similar districts.

Staffing Levels Compared to Other Districts Nationally per 1,000 Students

Special Education Paraprofessionals



Sources: District staff benchmarking from DMGroup proprietary database; Minnesota Department of Education SY20-21 Data; Osseo Area Schools Data

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Through our work, DMGroup has identified many areas of strength throughout special education in Osseo Area Schools.

Commendations




1. Staff reported high levels of collaboration between the Student Services Department and the other district departments. This level of collaboration also extends to the department's work with the Minnesota Department of Education.
2. Staff are aligned in the common mission of serving students and many staff reported a high level of appreciation for the educators they work directly with on a daily basis.
3. The district has made notable and intentional investments in strategies and tools to help address student social, emotional, and behavioral needs.
4. Many staff members across roles and secondary school sites commended the support provided by Special Education Building Coordinators (SEBCs), and many staff reported that SEBCs are strong advocates for special education students and staff.

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DMGroup recommends focusing on three key areas in order to increase teacher satisfaction and improve outcomes for students.

Summary of Opportunities

RECOMMENDATION	FINDING	OPPORTUNITY
 Codify Intervention Time Across the District	Intervention Time: Use and inclusion of intervention time in the schedule is not consistent across the district	<ol style="list-style-type: none"> 1. Create and disseminate district guidance around availability and use of intervention time district-wide 2. Develop master schedules for elementary schools that include at least 30 minutes of intervention time daily
 Clarify and Modify Roles and Responsibilities	<p>Role Expectations: Teachers are asked to do more than their schedules allow</p> <p>Curriculum Access: Teachers indicate that they would like more guidance and training on curriculum materials</p>	<ol style="list-style-type: none"> 3. Differentiate special education teacher roles by implementing specialization 4. Set guidelines around expected direct instructional time 5. Set guidelines around which curricular resources each special education teacher should be utilizing 6. Consider utilizing special education teachers with pedagogical expertise to adjust curriculum 7. Leverage SEBCs to provide curriculum support
 Refine Communications Plan and Provide Additional Professional Development Opportunities for Special Education	<p>District Communication: Teachers do not feel they have open lines of communication between themselves and the district</p> <p>Additional PD: Teachers desire additional professional development opportunities for special education</p>	<ol style="list-style-type: none"> 8. Focus on proactive communication going out to schools and school staff 9. Build clear and frequent feedback opportunities for school staff 10. Collaborate across departments and schools to ensure a cohesive professional development and learning opportunity plan for special education staff. 11. Consider increasing professional development days or opportunities to incorporate into teacher agreements 12. Create a long-term special education professional development plan around high-leverage practice areas with a learning arc across the school year.

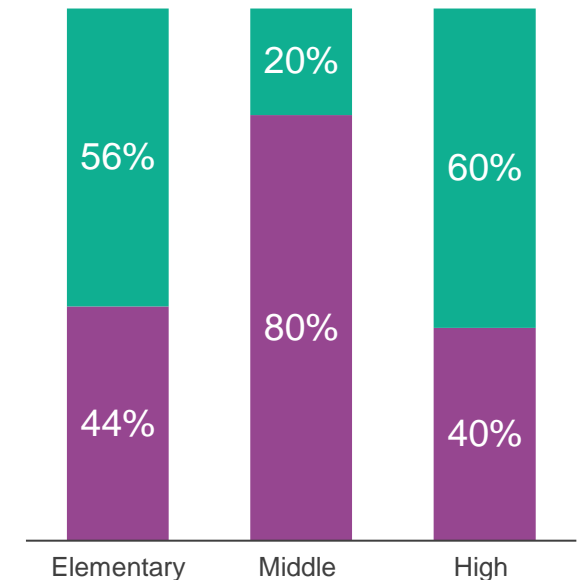
Codifying intervention and scheduling best practices across all schools would enable the district to better support the needs of students.

Use and inclusion of intervention time is not consistent across the district.

- School staff cite a lack of consistent schedules as a source of frustration that **presents challenges in finding time to provide intervention services to students.**
- Osseo Area Schools uses **138 different schedules** across 18 elementary school sites.
- Resource teachers report spending 66% of direct service time with students in a pull-out setting, suggesting **students are missing out on core instruction.**
- Only 56% of elementary schools and 40% of secondary schools have dedicated extra-time for intervention formally built into their schedule; and, of these schools, **most school sites take different approaches to extra-time built into the schedule.**
- A schedule with **30 minutes of extra-time intervention daily** is a key best practice for supporting struggling learners.

INTERVENTION TIME

Schools **with** and **without** intervention time



Codifying intervention best practices across the district will enable a more cohesive, strategic approach to intervention practices.

Summary of Future Considerations

RECOMMENDATION

INTERVENTION TIME

Use and inclusion of intervention time in the schedule is not consistent across the district.

Opportunity 1: Create and disseminate district guidance around availability and use of intervention time district-wide

Opportunity 2: Develop master schedules for elementary schools that include at least 30 minutes of intervention time daily

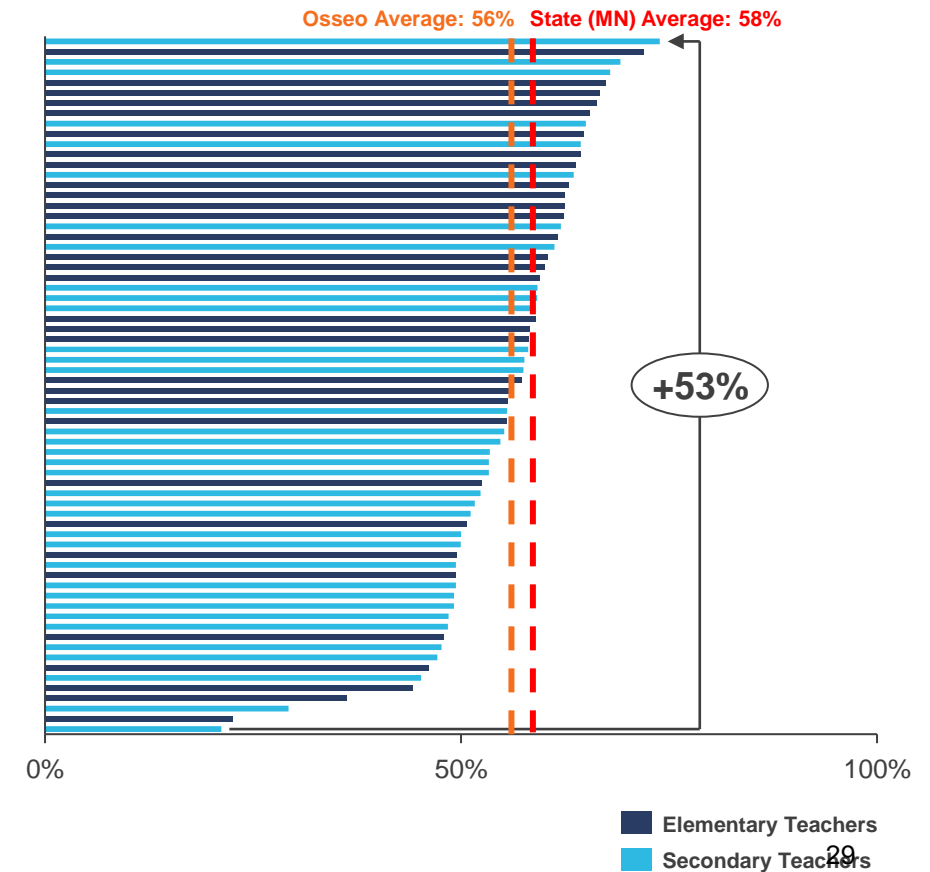
Establishing district-wide expectations for how special education teachers are using their time would help enable teachers to better serve students.

Teachers are asked to do more than their schedules allow and have more on their plates than they can effectively handle.

ROLES & RESPONSIBILITIES

- The way special education teachers are spending their time varies significantly across programs and school levels due to a lack of clarity in responsibilities.
- Even though district staffing levels are consistent to similar districts across the country and in Minnesota, teachers still report feeling overwhelmed.
- The difference in expectations for teachers and their actual responsibilities is creating a challenge in effectively meeting the needs of students.
- Most teachers report feeling overwhelmed by the amount of work they are expected to complete outside of direct instruction, especially work that accompanies serving as both case managers and full-time teachers.
- Resource teachers report spending an average of 44% of their time on responsibilities other than direct instruction, the majority of which is spent on case management activities and planning.
- Enabling special education teachers to specialize their roles (pedagogy, instruction, case management, etc.) can allow teachers to streamline and focus on distinct roles and responsibilities.

The percent of time Resource Teachers spend directly teaching students varies by 53%



Source: Osseo Area Schools Schedule Sharing Data; DMGroup Osseo Area Schools Focus Groups

Establishing district-wide expectations for how special education teachers are using their time would help enable teachers to better serve students.

Summary of Future Considerations

RECOMMENDATION

ROLE EXPECTATIONS

Teachers are asked to do more than their schedules allow

Opportunity 3: Differentiate special education teacher roles by implementing specialization

Specialize special education resource teachers in their areas of instructional and non-instructional expertise.

Establish dedicated case manager roles

Opportunity 4: Set guidelines around expected direct instructional time

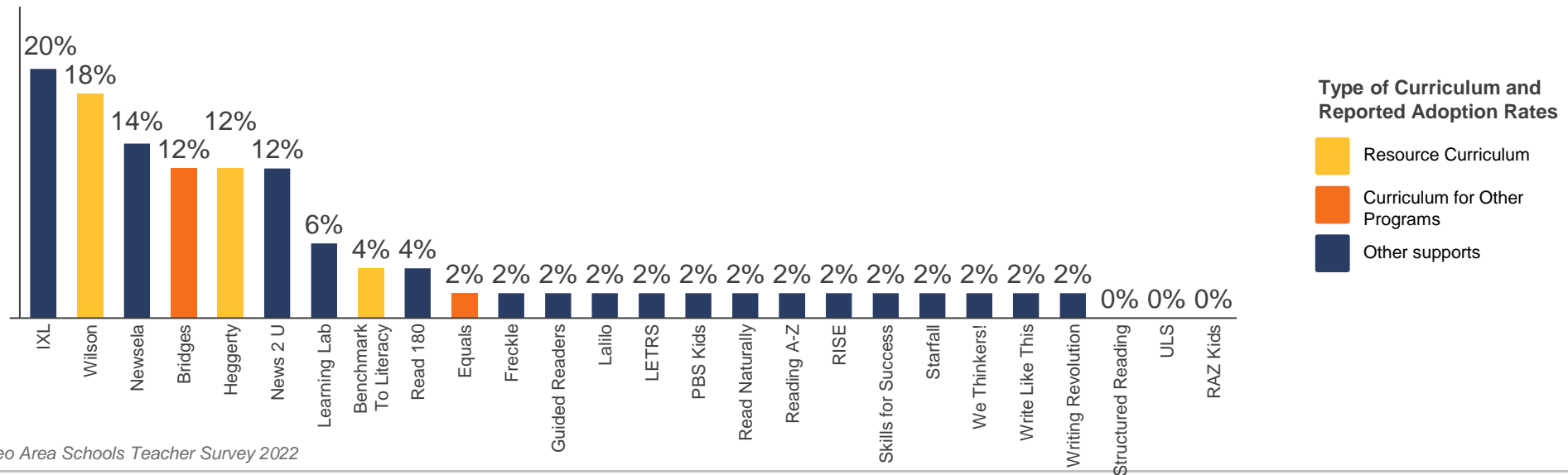
Providing clear guidelines and consistent training for curriculums and supports will ensure teachers use the appropriate curriculums and reduce time spent developing materials.

Teachers indicate they need more guidance and training on curriculum materials.

ROLES & RESPONSIBILITIES

- Though many teachers have access to curriculum materials, there is a **lack of fidelity in curriculum implementation and increased time spent designing curriculum for teachers.**
- The district provides specific academic curriculums and additional supports to special educators, including 4 specific to Resource classes; however, **Resource teachers report using a mix of over 25 different curriculums and supports.**
- Resource teachers use a variety of one-off supports, and there is **inconsistent adoption of district recommended curriculums and appropriate resources.** Teachers are spending extra time spent adapting curriculums, and the district faces barriers when measuring impact and fidelity of provided curriculum.

Only 18% of surveyed resource teachers report using Wilson, 12% report using Haggerty, and 4% report using Benchmark to Literacy. 0% reported using Structured Reading.



Source: DMGroup Osseo Area Schools Teacher Survey 2022

Providing clear guidelines and consistent training for curriculums and supports will better support teachers.

Summary of Future Considerations

RECOMMENDATION

CURRICULUM ACCESS

Teachers indicate that they would like more guidance and training on curriculum materials

Opportunity 5: Set guidelines around which curricular resources each special education teacher should be utilizing

Set guidelines around which curricular resources each special education teacher should be utilizing

Provide ongoing professional development, including increased modeling and coaching, to ensure curriculum is being implemented with fidelity

Opportunity 6: Consider utilizing special education teachers with pedagogical expertise to adjust curriculum

Opportunity 7: Leverage SEBCs to provide curriculum support

Review roles and usage across school sites and ensure consistency

Ask that SEBCs support teachers in customizing the correct/ appropriate curriculums as needed

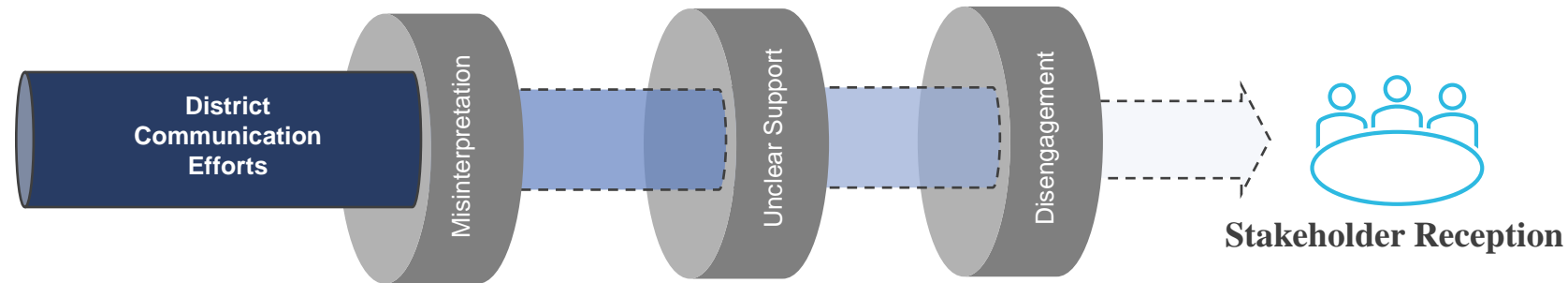
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Creating a more robust structure and cadence to communication and feedback systems will improve staff reception of information.

Teachers feel they do not have open lines of communication with the district

COMMUNICATIONS & PD

- Although the Students Services team is aligned and rigorous and their decision making, **the communication and distribution of information continues to be a challenge**, fostering discontent among staff. Communication barriers ultimately contribute **to stakeholders receiving information in an unintended way, or not buying into decisions.**



- Recipients perceive guidance differently than leadership
- Recipients understand guidance but lack the support they need
- Recipients understand expectations, receive support, but fail to buy-in due to lack of feedback opportunities

- Across the district, school staff expressed a **misalignment around the communication** of special education services and the expectations around them.
- 70% of resource teachers feel that they receive neutral, low, or poor degrees of support** around special education systems and processes. **46% of resource teachers agree that they have opportunities to communicate** with the Student Services team, and **only 32% feel they have opportunities to provide them meaningful feedback.**
- Developing a proactive communications plan and mapping the different types and modes of communication in advance** allows for more consistent and targeted messaging.

Source: DMGroup Osseo Area Schools Teacher Survey 2022

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There are two key considerations to improve communication to special education staff across the district.

Summary of Future Considerations

RECOMMENDATION

DISTRICT COMMUNICATION

Teachers do not feel they have open lines of communication between themselves and the district

Opportunity 8: Focus on proactive communication going out to schools and school staff

Develop a proactive communication plan with predetermined structures to allow for easier transfer of knowledge across all district stakeholders.

Ensure there is consistent, accurate, and targeted information.

Opportunity 9: Build clear and frequent feedback opportunities for school staff

Enhancing the design and focus of professional development opportunities will increase the effectiveness and outcomes for all teachers.

Teachers desire additional professional development around special education topics

COMMUNICATIONS & PD

- Many special education teachers across the district **expressed frustration around the professional development opportunities** available to them. The feeling that professional development **targets younger staff and tends to be general education-focused** was echoed by veteran special education staff.
- Although teachers currently receive 3 paid duty days for professional development each year, these training days are often **split between district-led training and school-led training**. The separation can lead to mixed messaging around the purpose, goals, and relevance of sessions for some special education teachers.
- Weekly, teachers across the district spend anywhere from **1.3% and 2.9% of their time on training and professional development**, which is consistent with districts across the country.
- Creating a **professional development plan around special education** and providing clarity around topics allows for increased clarity and priority of topics.

“Professional development has been gen-ed focused and at times non-applicable in working with students receiving services. If professional development were more special education-focused that time would feel better spent.”

Special Education Teacher

“Professional development seems irrelevant to tenured or experienced staff. We have heard several of these trainings before and utilize many of the practices within our classrooms on a daily basis. We need something different.”

Special Education Teacher

“Workshop days and professional development never seem to fit my needs as a special ed teacher.”

Special Education Teacher

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Source: Osseo Area Schools Schedule Sharing Data; DMGroup Osseo Area Schools Focus Groups

There are three key considerations to improve the effectiveness of professional development opportunities for special education staff.

Summary of Future Considerations

RECOMMENDATION

ADDITIONAL PD

Teachers desire additional professional development opportunities for special education

Opportunity 10: Collaborate across departments and schools to ensure a cohesive professional development and learning opportunity plan for special education staff.

Opportunity 11: Consider increasing professional development days or opportunities to incorporate into teacher agreements

Opportunity 12: Create a long-term special education professional development plan around high-leverage practice areas with a learning arc across the school year.

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Next Steps

- Share final findings with Guiding Coalition on May 11
- Run prioritization workshop with Guiding Coalition on May 11
- Share all final materials with Osseo project leadership



District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

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OSSEO AREA SCHOOLS

ISD  279

Resolution on George Floyd and Systemic Racism Update

School Board Meeting, May 10, 2022

Outcomes of Presentation

Board members will:

- Gain clarity about the **historical context** of the Resolution
- Learn about the **current work** of Osseo Area Schools in response to the Resolution
- Understand the district's **future work** to actualize these deliverables

Osseo Area Schools

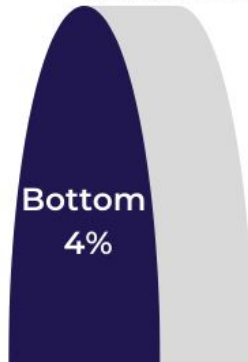
Historical Context



Urgency of Now

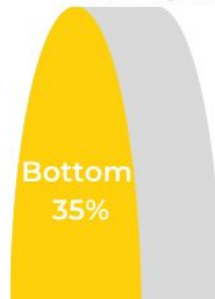
Nationwide 2019

In 2019 Minnesota was 49 out of all 50 states and the District of Columbia in the ranking of White and Black student graduation rate gaps



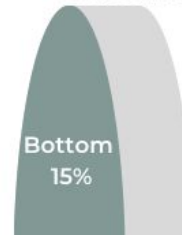
Statewide 2019

That same year, Osseo Area Schools ranked 13 out of 20 among large public school districts' White and Black student graduation rate gap



Statewide 2021

In 2021, Osseo Area Schools was 17 out of 20 in the ranking of White and Black student graduation rate gaps among the 2019 cohort of districts





Context

Humanize

Immediate action to address the impact of the murder of George Floyd

Urgency

Racial Disparities in ISD 279 - past and present

Collective

Action, Accountability, Commitment for “One District”

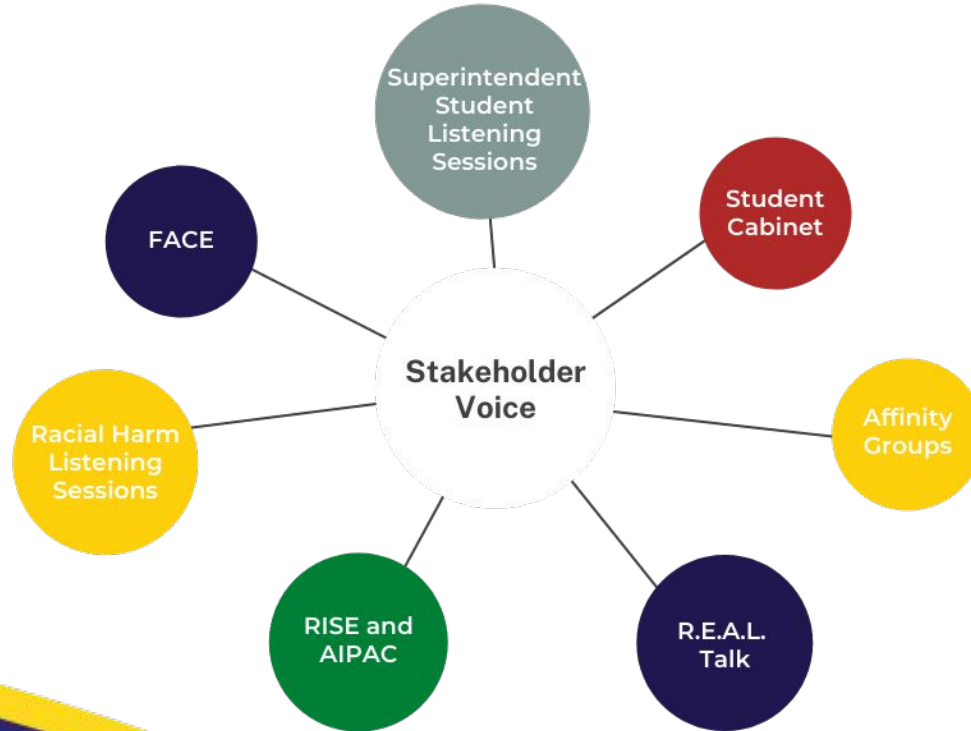
Osseo Area Schools

Current Work

Current Work



Amplify Stakeholder Voice



Partnership Development



Continuous Improvement



Districtwide Highlights



- 01** **January 2022**
Centering Excellence in the History of Black Literary Societies – System PD 
- 02** **April 2022**
Annual Osseo Area Schools Powwow 
- 03** **May 2022**
Osseo Asian Cultural Celebration 
- 04** **June 2022**
Juneteenth Event 
- 05** **Ongoing**
Equitable Contract Procurement Project 

Osseo Area Schools

Future Work

Future Work



Equity Oriented Strategic Plan



Strategic Growth and Change



Accountability




Technical Versus Adaptive Ratio



Equity Oriented Strategic Plan

Through line:

- 5 Strategic Directions
- District 3-year plan
- Department 3-year plan
- Site 3-year plan
- Vision Cards



OSSEO AREA SCHOOLS
ISD 279

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.

VISION STATEMENT
What we commit to create
Unleash and enhance the brilliance of our scholars to thrive and change the world.

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.

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.

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 Growth and Change

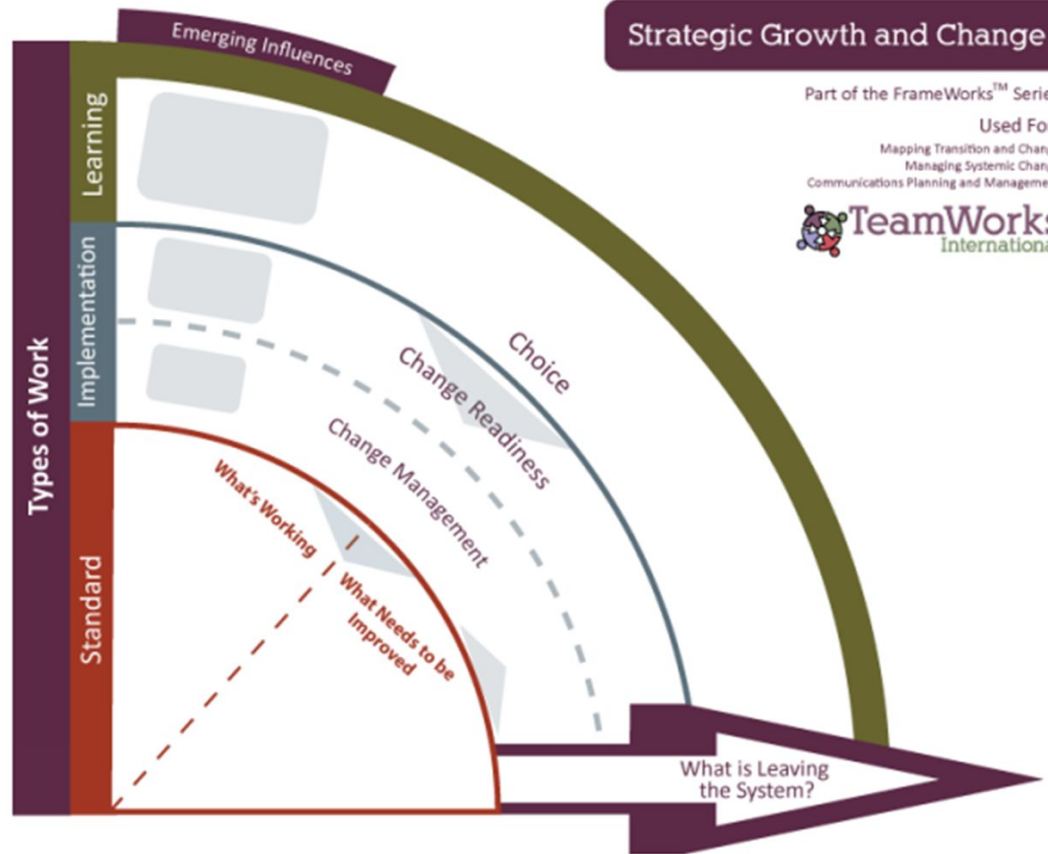
Part of the FrameWorks™ Series

Used For:

Mapping Transition and Change

Managing Systemic Change

Communications Planning and Management



Accountability



Technical Versus Adaptive



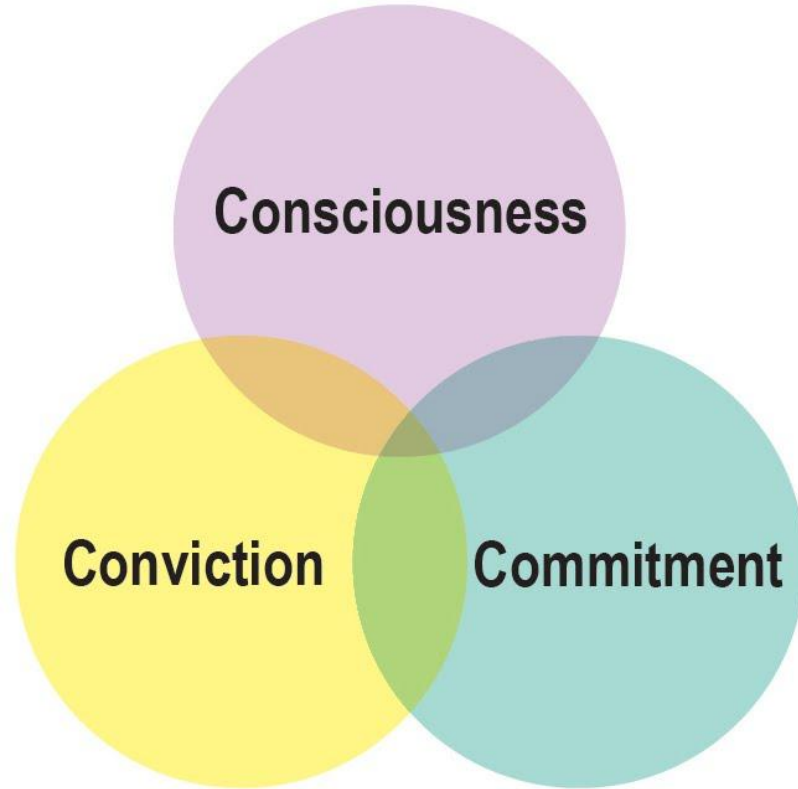
ADAPTIVE



TECHNICAL



3 C's of Change



Together we will create brave space
Because there is no such thing as a “safe space”
We exist in the real world
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love
We have the right to start somewhere and continue to grow.
We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be.
But it will be our brave space together,
And we will work on it side by side.

Invitation to Brave Space

by
Micky ScottBey Jones

OSSEO AREA SCHOOLS

ISD  279

Questions or Comments?

Resolution for George Floyd and Systemic Racism

Update: May 10, 2022

Resolution on George Floyd and Systemic Racism

July 21, 2020

A RESOLUTION of the Osseo Area School District Board of Education to honor the life of George Floyd and stand for justice; to declare the commitment of the board to identify and eliminate any and all practices within our school district community rooted in implicit bias, discrimination, systemic racism, and/or implications of oppression contrary to our mission; and to support Black lives thereby improving the lives of all students.

WHEREAS, on May 25, 2020, George Floyd was murdered in police custody after a police officer knelt on Mr. Floyd's neck for eight minutes and forty-six seconds while Mr. Floyd was handcuffed, lying face down, pleading "I can't breathe" and calling for his mom; and

WHEREAS, the Independent School District 279 School Board denounces this tragic murder by these police officers and also the unacceptable loss of all Black lives, such as Philando Castile, Jamar Clark, Eric Garner, Michael Brown, Breonna Taylor, Ahmaud Arbery, and so many others, that we are called upon to be visible in our support for our community and, more importantly, in our resolve to work for change; and

WHEREAS, our public schools are facilitators of the limitless growth potential of all people, with the charge to instill in our youth a belief that every person deserves to live with dignity, be valued for their humanity, and be treated ethically; and

WHEREAS, it is essential for our education system to teach the experiences, honor the history, and highlight the contributions of Black people; and

WHEREAS, stating that Black lives are valued does not negate our commitment to all members of our community, but rather elevates the importance of the lives of Black people, and affirming that their lives, specifically, matter; and

WHEREAS, throughout our nation's history, systemic racism and injustice have led to deepening racial disparities across all sectors of society and have lasting impacts collectively for our communities, cities, and nation; and

WHEREAS, Black community members continue to experience microaggressions, racial profiling, hate incidents, and racial bias in all systems and institutions including institutions of learning; and

WHEREAS, discrimination, bias and racist incidents against black, brown, and indigenous students harm them mentally, physically, and academically; and

WHEREAS, ISD 279-Osseo Area Schools is the fifth-largest school district in the state, and serves the fourth-largest number of students of color with a self-reporting population of 24.4% Black, 16.2% Asian, 9% Hispanic/Latino; 6.3% two or more races, and 1.9% Indigenous; and

WHEREAS, School Board Policy 203 states the school board has the responsibility to ensure the board advances and supports the mission of Osseo Area Schools to inspire and prepare all students with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning; and

WHEREAS, the Board distinguishes that while the mission supports all students, we cannot ignore the systemic racism Black and brown students face, and we are committed to fostering an environment where Black and brown students' voices and experiences are valued; and

WHEREAS, Osseo Area Schools prohibits racism in any form and is committed to examining our own practices, procedures, and policies to identify structural racism that is embedded and perpetuated in the educational system; and

WHEREAS, the problems of society are mirrored in schools, and these problems can only be fully addressed with a united effort of community and school coming together for the betterment of our students' future; and

WHEREAS, schools should be places for the practice of equity, for the building of understanding, and for active engagement of all in creating pathways to freedom and justice for all people; and

WHEREAS, School Board Policy 413 affirms the pivotal role education plays in helping students realize the value of individual differences as well as the human dignity and worth common to all people; and

BE IT RESOLVED, that the Independent School District 279 School Board sends condolences and support to the family of George Floyd and stands with the thousands in our country and around the world, including members of the school district community, who have engaged in peaceful protests to affirm that Black lives matter and to call for an end to the social injustice and systemic racism that permeates the fabric of our society; and

FURTHER RESOLVED, that the Board is dedicated to our mission, which requires our adherence to policies and practices that promote equity, fairness, access and an inclusive environment of mutual respect for all members of the Osseo Area Schools community; and

NOW, THEREFORE, BE IT RESOLVED by the Independent School District 279 School Board that the following actions be taken to support Black students, Indigenous students and students of color:

1. Honor George Floyd's life at the August 25, 2020, School Board meeting with 8 minutes and 46 seconds of silence throughout the district, and promote this action to our school district community, which will allow our community to come together to heal and unify our district.
2. Join cities, counties, and states across the country in affirming a commitment to the safety and well-being of Black people, to combating hate crimes and institutional racism, and to an education free from discrimination.
3. Continue efforts to provide a safe and welcoming school environment for each and every student, working with community and other government agencies.

4. Issue a statement from the school board affirming the board's commitment to support Black, Indigenous, and other families, students and employees of color.
5. Elevate the voices of Black, Indigenous, and people of color to help dismantle systemic racism in our school district. An example is creating a document that explains how and when system-level decisions, e.g., budget and curriculum adoption, are made so that stakeholders have a clearer idea of how they can influence those decisions.
6. Establish a Black, Indigenous and other parent/guardian of color partner committee with the power to address structural, racial inequity in our district; this committee will have the influence to operate on a zero-tolerance policy regarding racism, implicit bias, discrimination, structural and system inequities. The board will support the suggestions of this committee to implement accountable actions, provide solutions and guide curriculum, culture, and equitable budget priorities, as well as disciplinary practices, strategic priorities, etc.
7. Implement a student cabinet to provide feedback and input to the superintendent and board that is reflective of the demographics of our district.
8. Ensure there is adequate initial and ongoing support for the new Assistant Superintendent of Equity and Achievement.
9. Commit to conducting listening sessions and engaging with our school community to have difficult racial discussions and to reach solutions and address priorities together.
10. Commit to a cultural audit every year, including the school board.
11. Create space to engage students, parents, staff, and our community regarding student resource officers.
12. Require board members and all leaders to address racial disparities directly in every policy, including training and accountability.
13. Identify ways to contract equitably in areas of construction, purchasing, transportation, etc. to ensure we are inclusive and reflective of our demographics.
14. Recognize and communicate the importance of Juneteenth in American History annually in the schools and district.
15. Sponsor minimally one training or districtwide event recognizing Black lives, equity, and inclusion to include a regional and/or national culturally responsive presenter.

OSSEO AREA SCHOOLS

ISD  279

Resolution on George Floyd and Systemic Racism Update

School Board Presentation, May 18, 2021

Outcome of Presentation

- ▶ Board members will be updated on the work of Osseo Area Schools in response to George Floyd Resolution and Systemic Racism
- ▶ Board members will understand the district's approach to actualize these deliverables

History

- ▶ Immediate action to address the impact of the murder of George Floyd
- ▶ Racial Disparities in ISD279 - past and present
- ▶ Action, Accountability, Commitment for “One District”

Identified Need/Action(s)

Resolution Items (what)

(#1) Honor George Floyd's life at the August 25, 2020, School Board meeting with 8 minutes and 46 seconds of silence throughout the district, and promote this action to our school district community, which will allow our community to come together to heal and unify our district

Actions (How)

August 25, 2020, School Board meeting

8 minutes 46 seconds of silence throughout the district to Honor George Floyd's life

Identified Need/Action(s)

Resolution Items (what)

(#2) Join cities, counties, and states across the country in affirming a commitment to the safety and well-being of Black people, to combating hate crimes and institutional racism, and to an education free from discrimination

Actions (How)

- Specific communications to staff and families/parents from the superintendent
- Messages/resources/supports to staff from DOEE
- ENN
- Partnerships with other School Districts

Identified Need/Action(s)

Resolution Items (what)

(#3) Implement Partnership Plan with Community and Other Governmental Agencies

Actions (How)

- Coalition of Asian American Leaders (CAAL)
- City of Brooklyn Park Hennepin County Partnerships
- Mental Health Partnerships (Lee Carlson, CMRS etc.)
- Food/Meals Partnerships
- Housing/Homeless Partnership

Identified Need/Action(s)

Resolution Items (what)

(#4) Issue a statement from the school board affirming the board's commitment to support Black, Indigenous, and other families, students and employees of color

Actions (How)

- AAPI Resolution
- Policy 101
- Commencement Policy
- Statements at Work Sessions/Board Meetings by Board Members
- Statement on the website
- Board Letter last summer
- Board Development Equity Develop Module

Identified Need/Action(s)

Resolution Items (what)

(#5) Implement a District Decision-Making Process

Actions (How)

- TeamWorks International:
 - ★ Guiding Change Framework
 - ★ Whole System View
 - ★ Standard Work Improvement innovation
 - ★ Change Readiness process tools
- ECAP/EOSP Process Tools

Identified Need/Action(s)

Resolution Items (what)

(#6) Black, Indigenous and other parents of color advisory committee

Actions (How)

- Launching Fall '21 as a sub committee of RISE
- District Planning Advisory Council (DPAC)
- American Indian Parent Advisory Committee (AIPAC)

Identified Need/Action(s)

Resolution Items (what)

(#7) Superintendent's Student Leadership Advisory Team

Actions (How)

- Spring Student Listening Sessions
- Advisory team under development for implementation in 2021/2022

Identified Need/Action(s)

Resolution Items (what)

*(#9) Family/Community
Engagement Plan*

Actions (How)

- FACE Team hired
- FACE Phased Implementation Plan
- RISE
- SIP Plans
- ECAP Analysis
- Pulse Surveys
- Facebook Communities

Identified Need/Action(s)

Resolution Items (what)

(#10) Commit to a cultural audit every year, including the school board.

Actions (How)

- ECAP/EOSP
- Equimetrics
- Pulse Surveys
- Equity Leadership Modules (Board Development)

Identified Need/Action(s)

Resolution Items (what)

*(#11) Implement District SRO
Advisory Committee*

Actions (How)

- Intentional ongoing collaboration with local law enforcement
- RISE and REMAC
- Annual Report on School Resource Officer Contract

Identified Need/Action(s)

Resolution Items (what)

*(#12) Implement Equitable Policy
Review Process*

Actions (How)

- Graduation Policy Update
- Gender Inclusion Policy Review
- More TBD

Identified Need/Action(s)

Resolution Items (what)

*(#13) Implement Equitable
Contract Procurement Process*

Actions (How)

- Enhance vendor relationships that reflect the population of our students and community.
- Engage in Equity work to support local vendors of color.

Identified Need/Action(s)

Resolution Items (what)

(#14) Host District Recognized Celebrations

Actions (How)

- FACE Team and Equity Team are working on this for next year.
- The ENN celebrates and build consciousness around historical months
- Site Celebrations

Identified Need/Action(s)

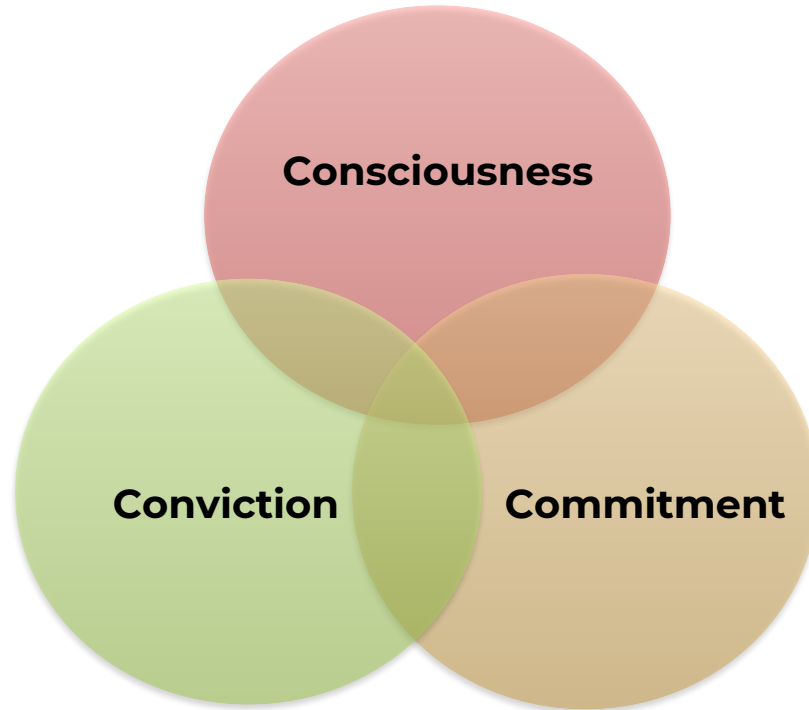
Resolution Items (what)

(#15) Districtwide Culturally Responsive Training Event

Actions (How)

- Equity Orientated Strategic Plan
- Departmental Culturally Responsive Trainings (i.e Student Services Equity Work with Derek Francis)
- Scholar civic engagement

3 C's of Change



**Historical
Context**

**July, 21
2020**

**School Year
20-21**

**Our Strategic
Future**

**Where
we've been**

- EFT 1.0
- EFT 1.5
- Policy 101

**George Floyd
Resolution**

- A commitment to interrupt systemic racism
- Windows and Mirrors

Progress

- ECAP Data
- Pulse Surveys
- Brave Spaces (staff and students)

**Where we're
going**

- Equity Oriented strategic Plan
- Community Engagement
- Reorg of DOEE
- Building a Better Future

**“Finding your purpose isn’t
enough.
It’s what you do and who you
help that counts...”**

-Judith Marquez Duran
*Park Center Senior High School, Class of
2017*

Questions?

OSSEO AREA SCHOOLS

ISD  279

RISE Committee Update

School Board Meeting, May 10, 2022

Outcomes of Presentation

Board members will:

- Deepen their knowledge of the purpose of the RISE Committee
- Learn about the RISE Committee's current work
- Gain clarity on the future focus areas

Osseo Area Schools

Purpose

George Floyd Resolution

Establish a Black, Indigenous, and other parent/guardian of color partner committee with the power to address structural, racial inequity in our district; this committee will have the influence to operate on a zero-tolerance policy regarding racism, implicit bias, discrimination, structural and system inequities. The board will support the suggestions of this committee to implement accountable actions, provide solutions, and guide curriculum, culture, and equitable budget priorities, as well as disciplinary practices, strategic priorities, etc.

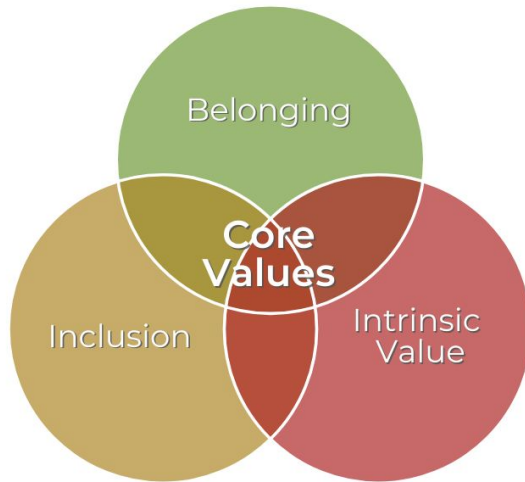
— School Board Update —

RISE Committee

- R** Radically
- I** Investing
in each and every
- S** Scholar's
- E** Excellence

Alignment

Core Values



Strategic Directions

Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.

Address, acknowledge and reduce systemic disparities, barriers, and inequities as we lead, develop and align our district toward continuous improvement

Intention

Create a safe and sacred space for every scholar and family within Osseo Area Schools



Connection



Trust

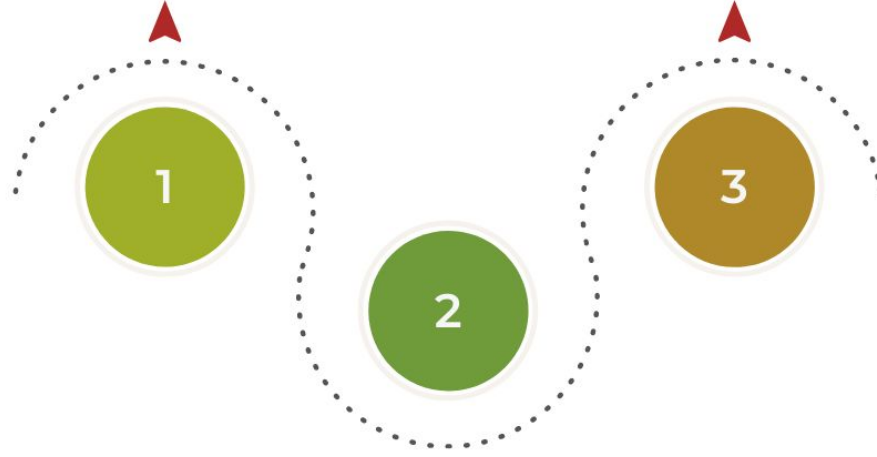


Partnership

Healing

Acknowledgement and Validation
for Harm Done

Committment to Preventing
Future Harm

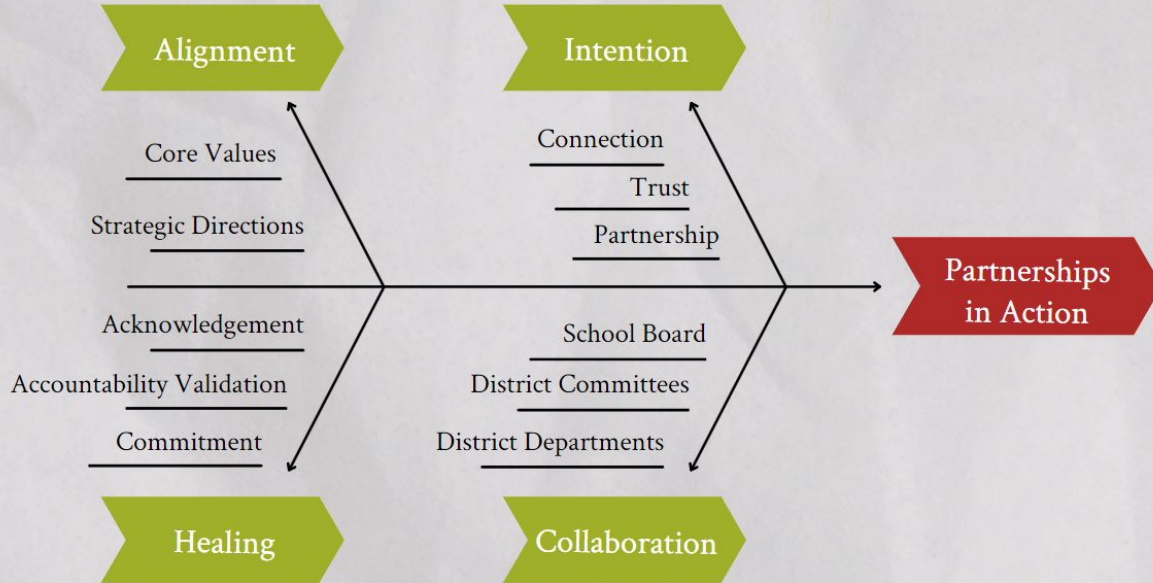


Response and Accountability for
Those Harmed

Collaboration




RISE Committee Purpose



Osseo Area Schools

Partnerships in Action

RISE Committee Actions



Survey
Revision

MARCH 2022

Through collaboration with Data and Assessment, the district Family Stakeholder Survey and process were revised to use equitable language and align with the district strategic directions



Harm
Reporting

IN PROGRESS

Working with multiple stakeholder groups, a Racial Harm Protocol and Speak Up Form is being developed to clarify the reporting process and ensure follow through



Increased
Awareness

2022-2023

The RISE committee will work to increase awareness of the committee among families, school staff, and site and district level leaders

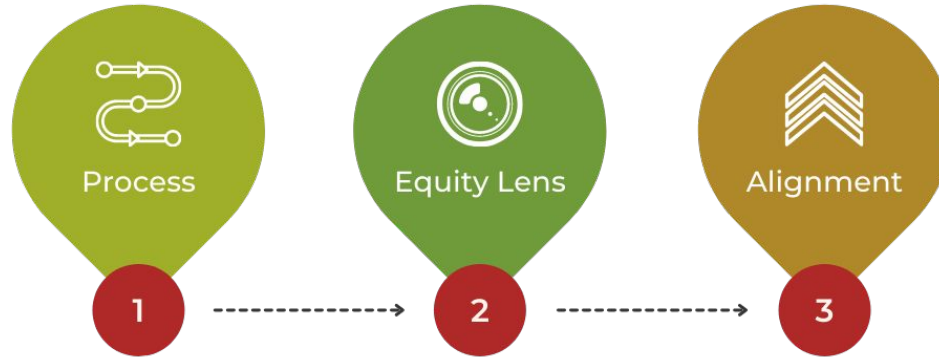
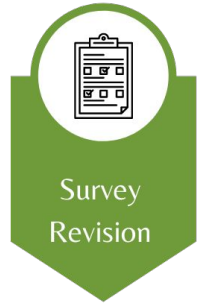


Community
Partnerships

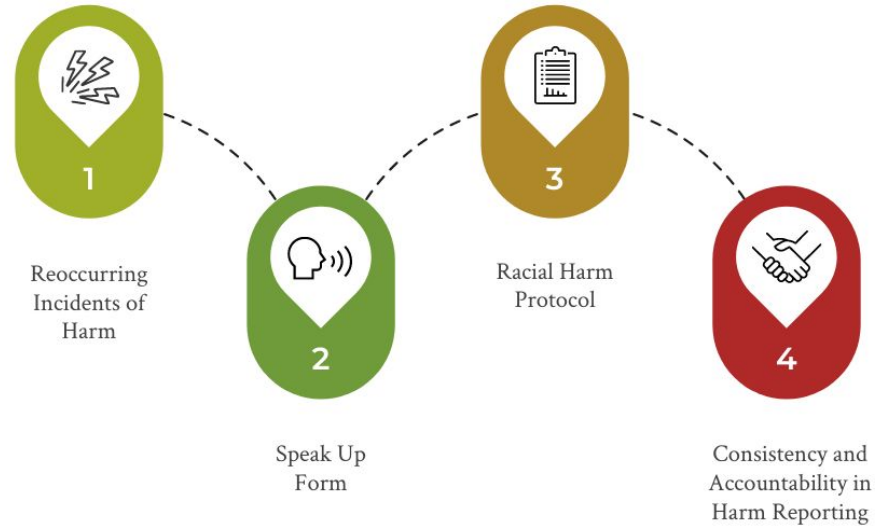
2023-2024

Partnerships will be established between the RISE committee and internal and external organizations

Stakeholder Survey Review



Harm Reporting



Future Focus Areas





Future Focus Areas

Increasing Community Partnerships



External
Organizations

RISE
Committee

OSSEO AREA SCHOOLS

ISD  279

Questions or Comments?

Osseo Area Schools' RISE Committee Update, May 10, 2022

OSSEO AREA SCHOOLS

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Building a Better Future (Phase II) Study Groups Update

School Board Work Session Presentation, May 10, 2022

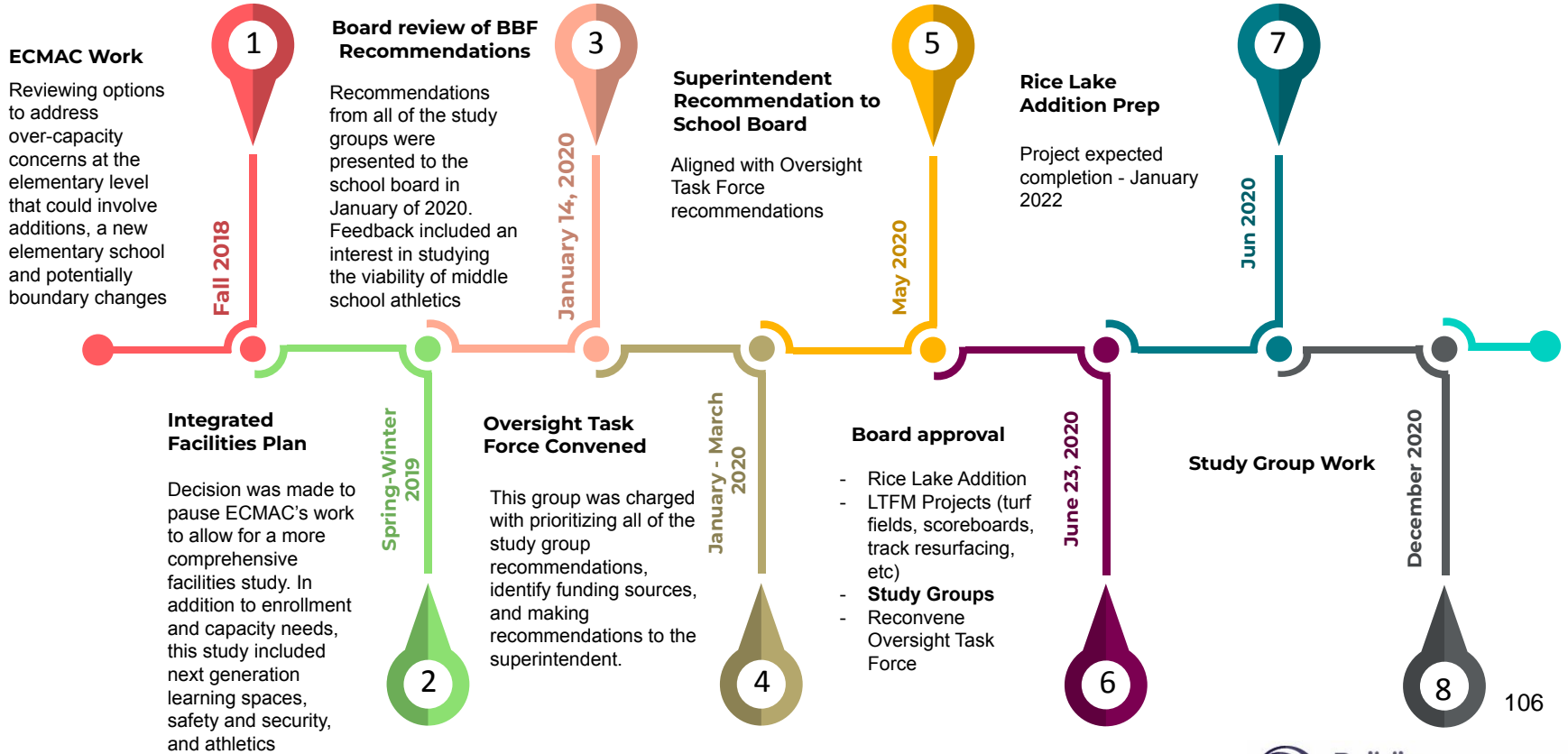
Outcome of Presentation

- ▶ Board members will be updated on the work of the *Building a Better Future - Phase II* study groups
- ▶ Board members will understand the district's updated phased approach to our comprehensive facility plan

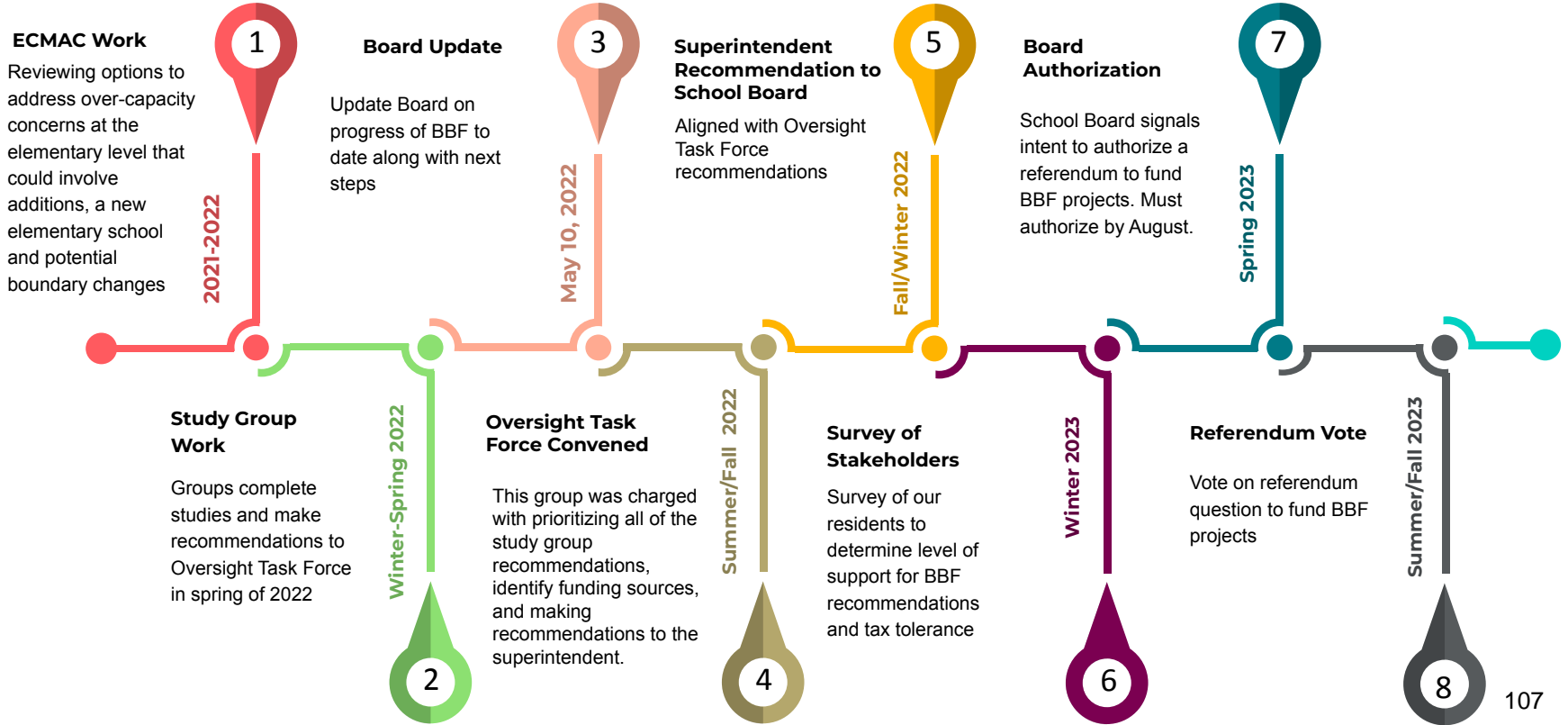
Updated Phased Approach

- ▶ **Building a Better Future - Phase I: Learning**
 - Operating and Capital Projects in November 2022
- ▶ **Building a Better Future - Phase II: Building**
 - Capacity and Facilities Needs in November 2023

Building a Better Future History



Building a Better Future History - Updated Timeline



Study Groups

- ▶ Under-Capacity (later moved to ECMAC)
- ▶ Next Generation Learning Space Audits
- ▶ Career & Tech Ed Facility Needs
- ▶ Next Generation Furniture Standards
- ▶ Community Education Facilities Needs
- ▶ Student Services Facilities Needs
- ▶ Magnet School Programming Facilities Needs

Enrollment and Capacity Management Advisory Committee (ECMAC)

ECMAC

- ▶ Recommendations
 - Presented to the Board on April 26, 2022
- ▶ Next Steps
 - Continue to analyze enrollment and capacity in the fall of 2022

Next Generation Learning Space Audits

Overview of Study Group

- ▶ **Purpose:** Meet at each site with Principals to understand how the Elementary/Secondary NGLS recommendations currently exist and to identify gaps.
- ▶ **Members:** John Morstad, Steve Flisk (elementary), Kelli Parpart (secondary), Dale Carlstrom, Wold Architects
- ▶ **Meeting Dates:** 12/16/20, 1/5/21, 2/2/21, 2/9/21, 2/26/21, 3/10/21, 4/16/21, 4/28/21, 5/4/21, 5/5/21, 2/1/22, 2/3/22, 2/7/22

Progress of Work to Date

- ▶ Identified need for further guidance on media center space criteria
- ▶ Solicited feedback from tech ESP's and library media specialist group to inform media center space criteria
- ▶ Met with NGLS groups (elementary and secondary) and gained consensus on media center space criteria
- ▶ Created rubric of scoring for walk-throughs that included each element of NGLS recommendations, including media centers

Next Steps for Study Group

- ▶ Completed walkthroughs of elementary schools
- ▶ In coordination with our CTE study group, completed walkthroughs of secondary schools
- ▶ Based on the rubric of each school, create a report that identifies gaps in each building that prevent alignment with NGLS recommendations

Career/Tech Ed Programming

Overview of Study Group

- ▶ **Purpose:** Determine District 279 Career/Tech Ed programming for each comprehensive high school and the OALC to determine space/facility needs to accommodate that programming
- ▶ **Members:** Bart Becker, Godfrey Edaferierhi, Robin Gunsolus, Jill Kind, Kristen Hauge, Heather Miller-Cink, Kelli Parpart, Kim Riesgraf, Sara Vernig
- ▶ **Meeting Dates (to date):** 1/8/2021, 1/14/21, 1/21/21, 1/28/21, 2/3/21, 2/11/21, 2/18/21, 2/25/21, 3/3/21, 3/10/21, 3/18/21, 3/24/21, 4/9/21, 4/16/21, 4/23/21, 4/30/21, 5/7/21, 5/14/21, 7/28/21, 8/16/21, 9/15/21, 9/22/21; 9/29/21; 10/7/21, 10/15/21, 10/20/21; 10/28/21; 11/3/21; 11/9/21; 11/17/21; 11/22/21; 11/30/21; 12/6/21; 12/16/21; 1/5/2022; 1/18/22 (Board presentation); 1/21/2022; (site visits: 2/1/2022; 2/3/2022; 2/7/2022); 2/18/2022; 3/11/2022; 3/23/22; 4/7/22

Progress of Work to Date

Updates:

- ▶ On January 18th, 2022, the School Board approved the CTE Programming Work Group's nine proposed specialty strands for the three comprehensive high schools:
 - **Maple Grove Senior High:** Business, Finance, and Marketing; Design/Pre-construction; and Engineering Technology
 - **Osseo Senior High:** Automotive Services; Business Management; and Health Careers
 - **Park Center Senior High:** Construction Management; Education; and Finance and Marketing

Progress of Work to Date (con't.)

Updates:

- ▶ Identified programming sequence with L & A for each of the nine speciality strands
- ▶ Conducted building tours at each of the three comprehensive high schools to identify CTE facility and space needs
- ▶ Conducted CTE staff input meetings at each comprehensive high school
- ▶ Continued meetings with the study group, Wold Architects, and district staff

Next Steps for Study Group

- ▶ Collaborating with Wold Architects and district staff to identify facility specifications for each comprehensive high school to implement the CTE program of study effectively
- ▶ Collaborate with L & A, principals, and CTE teachers to create new courses in the specialty strands

Next Generation Furniture Standards

Overview of Study Group

- ▶ **Purpose:** Build a foundation for the school district's commitments and expectations that will guide the implementation of a flexible furniture program to support next generation learning
- ▶ **Members:** Bart Becker, Diana Bledsoe, Dale Carlstrom, Brian Chance, Steve Flisk, Joshua Fuchs, Robin Gunsolus, Kristen Hauge, BJ Irmiter, Jill Kind, Bill Kuendig, Heather Miller-Cink, Kim Monette, Kelli Parpart, Adrain Pendleton, Anne Ramsey, Steve Schwartz, Patrick Smith, Sara Vernig, Lynae Schoen (Wold)
- ▶ **Meeting Dates:** 4/26/21, 5/5/21, 5/27/21

Progress of Work to Date

- ▶ Reviewed Next Generation Learning Space recommendations related to furniture
- ▶ Reviewed media center criteria related to furniture
- ▶ Small group conversation related to value statements around furniture
- ▶ Sought consensus of draft commitment statement recommendations

Next Steps for Study Group

- ▶ Recommendation report related to district furniture commitments has been completed
- ▶ Currently piloting furniture options at Rice Lake and gathering feedback
- ▶ Create furniture purchasing guide/catalog

Community Education

Overview of Study Group

- ▶ **Purpose:** Determine space needs for community use of facilities as well as Community Education program use of facilities.
- ▶ **Member:** Community Education Director, Assistant Director, and all Community Education Program Coordinators
- ▶ **Meeting Dates:** Survey distributed to community education leadership team to gather feedback and then met together on March 11, 2021 to review/discuss. Met with Wold around office space, programming, and community use of school facilities.

Progress of Work to Date

► Updates:

- Agreed upon most requested space needs for Community Education programs
- Discovered areas where we have specific programmatic space/access needs
- Broke down requests by program area and examined where those intersect or conflict with each other at times.
- Introduced Community requests as these are district-wide and not site specific

Progress of Work to Date

▶ ECFE

- Additional space, particularly needed on the east side of the district (near CV/EB) and at Willow Lane (spaces for learning for all ages infants to parents, screening spaces, access to shared spaces- gyms, media, right sized playgrounds, motor rooms)
- Having right size bathrooms in all Pre-K spaces, office spaces for staff, and overall space at elementary buildings to expand programming

▶ ABE

- Large group space for speakers , evening classes
- 3-5 more classrooms, as well as office space and dedicated space at WL for expansion

Progress of Work to Date

► Facilities

- Additional space for community use/rentals as well as Community Education/overall District needs: stages, auditoriums, community/forum rooms, large professional development space, gyms, classrooms, a full building to schedule (similar to a community center), access to ESC on weekends to community use.

► Enrichment

- Greater access to spaces for enrichment class offerings at all sites- classrooms, speciality rooms (kitchens, art, etc.)
- A building that could be programmed out of all day (fitness studio, kitchens, artist spaces, etc.) not just nights and weekends.

Progress of Work to Date

▶ Kidstop/Four Star

- Dedicated space (at least one full classroom) for each Kidstop program site and each Four Star program at sites. Additional classroom spaces at BW and FB for additional Four Star programming with bathroom access.
- Access to specialized spaces, office spaces, and additional classroom space for check in so not all in large spaces.
- Storage

Next Steps for Study Group

- ▶ Collaborate with other groups that are meeting.
- ▶ Potential things to explore
 - Building/s completely dedicated to CE programming
 - Early learning spaces and access
 - Full summary of large group Community/District requests
 - Community input on space access/needs

Student Services Facility Needs

Overview of Study Group

- ▶ **Purpose:**
 - Determine District 279 student services facility needs for each site and determine space/facility needs to accommodate that programming.
- ▶ **Members:**
 - Kate Emmons, Jill Lesne, Kiersten Nicholson, Tammi Provart
- ▶ **Meeting Dates:** 2/2/2021, 2/9/2021, 2/19/2021, 3/4/2021, 4/22/2021, 4/30/2021

*Team members have also held subcommittee meetings and interacted digitally weekly

Progress of Work to Date

- Program sharing; review of current reality
- Engaged stakeholders
 - Current Reality
 - Model Reality
 - Desired Reality
 - Best Practice Recommendations

Next Steps for Study Group

- ▶ Engage other Building a Better Future teams - natural intersection
- ▶ Additional student and staff voice
- ▶ Determine programming and facility recommendations
- ▶ Further explore standards of excellence

Magnet School Programming

Overview of Study Group

- ▶ **Purpose:** Evaluate opportunities for current and potential future magnet school programming, including a STEAM High School as part of CITA, and deliver recommendations for future magnet programming with facility needs to support the programming.
- ▶ **Members:** Lena Christiansen, Adrain Pendelton, Godfrey Edaferierhi. Stephen Flisk, Robin Gunsolus, Jill Kind, Heather Miller-Cink, Kim Monette, Kelli Parpart, Kim Riesgraf, Ronald Salazar, Sara Vernig, Bryan Bass, Duane Wardally
- ▶ **Meeting Dates:** 1/15/21, 2/24/21, 3/1/21, 3/16/21, 3/23/21, 4/7/21, 4/20/21, 5/6/21, 5/13/21, 5/25/21, 6/17/21, 11/8/21, 1/19/22, 2/16/22, 3/16/22, 4/6/22, 4/13/22, 5/20/22

Progress of Work to Date

- ▶ Identified facility needs to support current magnet school programming
- ▶ Collaborated with community relations staff to enhance future marketing of the districts magnet schools
- ▶ Explored a language immersion pathway for the school district

Next Steps for Study Group

- ▶ Finalize recommendation for a planning and development structure for investigating a language immersion pathway
- ▶ Finalize recommendation for establishing an improved district coordination and oversight of the ISD 279 magnet schools
- ▶ Collaborate with WOLD architects and district facility team to finalize needs as well as identify square footage costs for upgraded magnet facilities
- ▶ Final recommendations to the superintendent

BBF Next Steps

Next Steps

- ▶ Study groups will complete recommendations
- ▶ Oversight Task Force re-convene to:
 - Work through study group findings and recommendations
 - Prioritize the facilities recommendations from the study groups
 - Evaluate funding solutions
 - Make comprehensive facilities recommendations to Superintendent
- ▶ Building a Better Future - Phase I: Learning
 - Information campaign in progress
 - November 8, 2022
- ▶ Building a Better Future - Phase II: Building Bond Referendum
 - Summer/Fall 2023

Key Considerations

- ▶ Study group follow up
- ▶ ECMAC fall update
- ▶ Comprehensive, compelling case for our community
 - Needs to provide a benefit to all residents

Questions?

OSSEO AREA SCHOOLS

ISD  279

Osseo Area Schools 1 Yr Board Calendar *REVISED DRAFT*

Revised May 6, 2022

Reference Key: WS = Work session item RM = Regular meeting item PCM = Policy Committee Meeting AR = Action Requested/Required IO = Information only
 CA = Consent Agenda MR = Monitoring Report LS = Listening Session SR= Superintendent Report PD = Professional Development SM = Special Meeting

Osseo Area Schools						
Proposed Board of Education July-December 2021 Agenda/Calendar						
	July	August	September	October	November	December
District Policy		<ul style="list-style-type: none"> Policy Committee: Discipline & Harassment Policies, policy review cycle/500 Series Policies 		<ul style="list-style-type: none"> Policy Committee Meeting (10/5) 		<ul style="list-style-type: none"> Policy Committee Meeting (12/7)
Operational Oversight	<p>Regular Meeting:</p> <ul style="list-style-type: none"> 10-Year LTFM Plan (RM/AR) RM Non-public contracts for Student Services (RM/CA) 287 10-Year LTFM Plan (RM/CA) LTFM Professional Contracts (RM/CA) - RM Negotiations Strategy meeting: parameters for teachers and management groups- (SM/Closed session) 	<p>Work Session:</p> <ul style="list-style-type: none"> Drafting of Strategic Roadmap (WS) 2021-2022 1-year Board calendar review Board Excellence in Governance: Ways of Working Package Review (Agenda Setting; Board Resolutions; Board Shared Values) (WS) Supt Report: School Opening Readiness (WS/RM) <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM 2021 Promising Practices Study Process (RM) Non-public contracts for Student Services (RM/CA) Special Education Opportunity Review Contract with DMG (RM/CA) 	<p>Work Session:</p> <ul style="list-style-type: none"> Parent Choice Survey Results (Morris Leatherman) (WS) Monitoring Report E: 2022 budget planning: Preliminary Levy (WS/RM) Strategic Roadmap (WS)- CM <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM Monitoring Report D: Family & Comm Eng. Update (RM) - ML Commemorative Observations (RM/IO) - KV Preliminary FY 2021 Financial Report; (JM) General liability insurance renewal (RM/CA) Contract ratifications (RM/AR) – LA Negotiations Strategy Meeting (SM/closed session) Contract ratifications (RM/AR) 	<p>Work Session:</p> <ul style="list-style-type: none"> Monitoring Report A: Curriculum program improvement process: Science, ELA/Literacy, Social Emotional Learning (SEL) (WS) - ML/JW Student Fees for Device Damage (WS) - AP/JM Enrollment Update - (WS) JM/BSH/BI <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM Monitoring Report A: Mental Health Services Update (RM) - ML/KE Introduction of Student Board Representatives (AJ) 	<p>Work Session:</p> <ul style="list-style-type: none"> Strategic Plan and Roadmap Feedback Review - (WS) CM World's Best WorkForce Results (WS) - ML/JW/TW LRFP Budget Parameters (WS) - JM LTFM Update (WS) - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM Strategic Roadmap Approval (RM) - CM FY21 Financial Audit Results Presentation by MMKR Resolution on Masks/Face Coverings (RM) 	<p>Work Session:</p> <ul style="list-style-type: none"> Legislative Platform (WS) Tax levy Update (WS) - JM Strategic Plan Vision Cards - (WS) - ML Enrollment Update (WS) - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM LTFM Bid Awards – CA - RM Legislative Platform (WS/RM/AR) - RM Final Levy/Truth in Taxation - AR, RM - RM Strategic Roadmap Approval - KDW Instructional Materials Re-evaluation Appeal - TP
Board Gov./ Self Gov.		<ul style="list-style-type: none"> Board Excellence in Governance: Ways of Working Package Review (Agenda Setting; Board Resolutions; Board Shared Values) (WS) 	<ul style="list-style-type: none"> Board Excellence in Governance: Ways of Working Package Review (Agenda Setting; Board Resolutions; Board Shared Values) (WS) Review/refinement of 1-year & 3-year Board agenda/calendar) 	<p>Work Session:</p> <ul style="list-style-type: none"> Board Excellence in Governance: Ways of Working Package Review (Board Values) Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> Standing item: Board calendar review (15 min)

			<ul style="list-style-type: none"> Board PD plan for remainder of 2021 		
Sup Relations	<ul style="list-style-type: none"> Sup Eval - WS (SM, closed) Statement on Sup Evaluation (RM) 		<ul style="list-style-type: none"> Supt. Report: Supt Student Leadership Advisory Team Superintendent Evaluation for 2021-2022 		
Public Engagemen t			<ul style="list-style-type: none"> Board Virtual Listening Session - JM/LA Monitoring Report D: Update on Family and Community Engagement Plan (RM) - 		

Osseo Area Schools						
DRAFT Proposed Board of Education January-June 2022 Agenda/Calendar						
	January	February	March	April	May	June
District Policy			<ul style="list-style-type: none"> Policy Committee Meeting (3/8) 			<ul style="list-style-type: none"> Policy Committee Meeting (6/7)
Operational Oversight	<p>Work Session:</p> <ul style="list-style-type: none"> Building a Better Future Update: Career Pathways (WS) - KP Enrollment Update - JM COVID Preparedness Plan Update - CM <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM LTFM Bid Awards (RM/CA) - JM Contract ratifications (RM/AR) - LA Resolution on Masks/Face Coverings (RM) - CM Negotiations Strategy Meeting (SM/closed session) - JM/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> Concurrence with AIPEC/AI Budget Review (WS) Monitoring Report E: LRFPP Budget Update (WS) - JM Referendum planning: survey results CM/JM/KV <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM FY 2022 Mid-Year Budget Update (WS & RM) -JM LTFM Awards (RM/CA) -JM FY23 Capital Budget Approval (AR) - JM Contract ratifications (RM/AR) - LA Negotiations Strategy Meeting (SM/closed session) - JM/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> Brooklyn Bridge Alliance Update (WS) - CM District Communication Plan Update (WS) - KV Referendum Planning Update and proposed resolution (WS) - CM/KV/AP <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM Referendum planning: proposed resolution CM/JM/KV Resolution on Racial Harm in Athletics/Activities (Board) Three-year Capital Lease Negotiations Strategy Meeting (SM/closed session) JM/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> #Digital Learning For All (#DL4A) Update (WS) - AP 279Online Update (WS)- AP/BB Referendum Planning: Communication Plan (WS) KV <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM Insurance renewals (RM/AR)-JM Contract ratifications (RM/AR) - LA Radon Testing Memo (RM/CA) ECMAC Report/Recommendations (JM) Negotiations Strategy Meeting (SM/closed session) - JM/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> DMG Special Education Opportunity Review Results (WS) - BB/KE/KW/BH George Floyd Resolution Update (WS) - BB RISE Committee Update - CM/BB Building A Better Future Planning Update - JM/KP/SF/BB/BSH <p>Regular Meeting:</p> <ul style="list-style-type: none"> Retiree Recognition Superintendent's Report - CM District Planning Advisory Council (DPAC) Recs (RM) - BB/RG Recognition of Student School Board Representatives - Board Members Termination of probationary teachers (RM/CA) 	<p>Work Session:</p> <ul style="list-style-type: none"> 279 Comprehensive Services and Supports Update (WS) - BB/KE/AJ Indian Education Program Update (WS) - BB/DW/EN 2022-23 Preliminary Budget (WS & RM) - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent's Report - CM Strategic Planning/Roadmap Department Plans Update (WS) - BB Legislative Update (WS/IO) - JM 2022-23 Budget (RM) - JM 10-Year LTFM Plan (RM/IO) - JM Negotiations Strategy Meeting (SM/closed session)

					<ul style="list-style-type: none"> • 2nd reading of policies • Negotiations Strategy Meeting (SM/closed session) 	
Board Gov./ Self Gov.	<p>Annual Meeting:</p> <ul style="list-style-type: none"> • Election of board officers/annual meeting/board protocols review (AR) <p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) <p>Board Development Session: 3-15-22</p>	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min)
Supt Relations						
Public Engagement		<ul style="list-style-type: none"> • Virtual Board Listening Session 	<ul style="list-style-type: none"> • Virtual Board Listening Session 	<ul style="list-style-type: none"> • Community Informational Meeting on Referendum 	<ul style="list-style-type: none"> • Community Informational Meetings on Referendum 	<ul style="list-style-type: none"> • Board Listening Session TBD