

Agenda Independent School District 279 School Board	Regular Business Meeting Rice Lake Elementary School 13755 89th Ave N Maple Grove, MN 55369 Tuesday, August 16, 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.

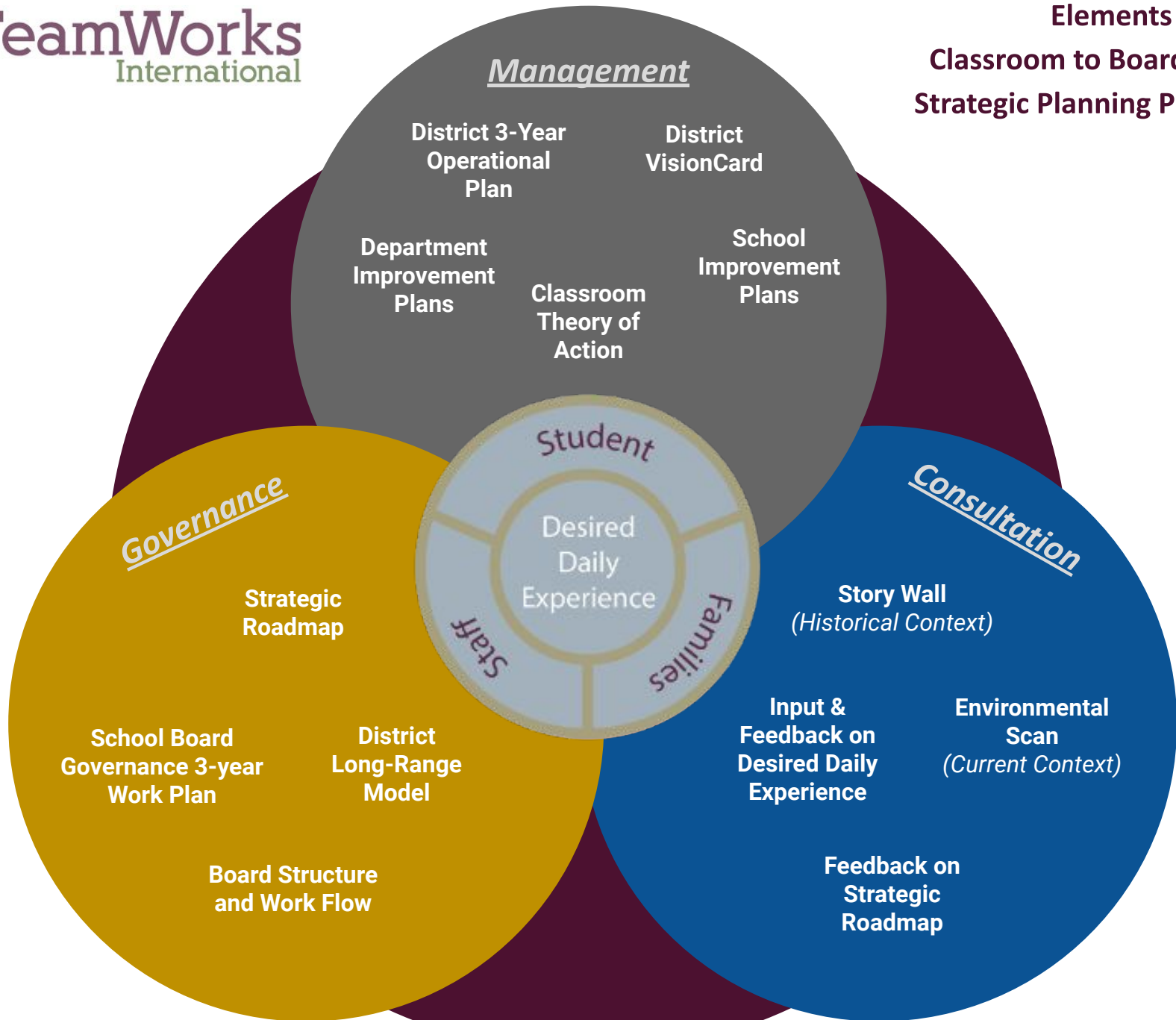
This regular meeting of the Osseo School Board is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/info-center/school-board (Watch Livestream). An archived recording will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

Agenda Items

1. 6:00 p.m. Welcome and purpose
Kelsey Dawson Walton, Board Chair
2. 6:05 p.m. Check-in
Cory McIntyre, Superintendent
3. 6:10-8:10 p.m. District 3-year Operational Plan
Superintendent McIntyre and Cabinet and District Leaders
 - A. Strategic Road Map 3
 - B. District Initiatives 8
 - C. Department Initiatives
 - I. Community Education 10
 - II. Community Relations 12
 - III. DLTL
 - a. Equity Department 16
 - b. Learning and Achievement Department 30
 - c. Student Services Department 35
 - IV. Finance and Operations 56
 - V. Human Resources 60
 - VI. Technology (I2T2) 64
 - VII. Site Plans
 - a. High School 66
 - b. Elementary and Middle 72
 - D. Vision Cards 1

4. 8:10 p.m. Board Calendar Review
Cory McIntyre, Superintendent
5. 8:30 p.m. Adjourn
Kelsey Dawson Walton, Board Chair

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



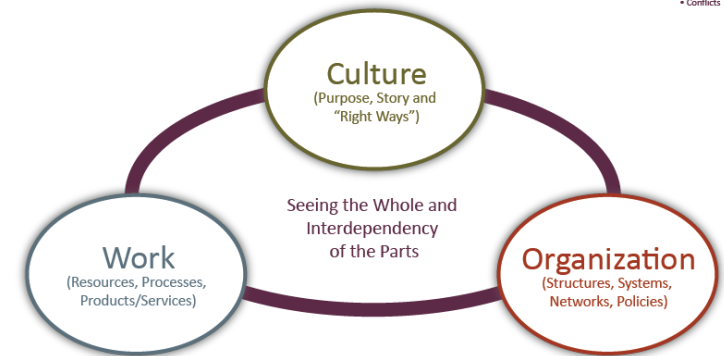
Classroom to Boardroom (CR2BR) Strategic Plan Portfolio Definitions in Process Order

StoryWall and Lifecycle Session - A contextual analysis that describes and honors the District's history and identifies the key events and trends that have shaped the District's development dating back to the longest-serving staff member in the room. This interactive session provides a baseline from stakeholders internal and external to the district regarding the past and leading up to the current context.

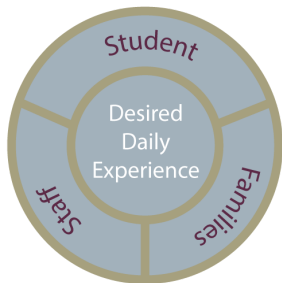
Environmental Scan - The Environmental Scan is a contextual analysis session that describes the current reality (What Is) through key trends and influences acting on the district and the community. Participants identify what is well established, what is ebbing, what is emerging and what is on the edge of consideration and development. This process applies the Whole System View FrameWork in the analysis.

Whole System View

Part of the FrameWorks Series
Used For Assessment of:
• Situations "In the Moment"
• Relationships of Issues and Data
• Opportunities
• Conflicts



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Desired Daily Experiences of Students Families and Staff -

A one-page document that describes the desired daily experiences (What Ought to Be) developed with input and feedback from students, families and staff. This process includes asking students, families and staff to produce narrative descriptions of what their student, family and staff experiences would be if the strategic plan was being implemented successfully in their school district. This document sets the foundation for the District Strategic Roadmap and Vision Statements, District VisionCard and District 3 Year Operational Plan.

District Classroom Theory of Action - Describes the specific behaviors, beliefs, actions (not initiatives) to be core practice in all classrooms that *employees* in the district will take and do to create the conditions and outcomes described in the Desired Daily Experiences and ultimately meet the mission of the district.

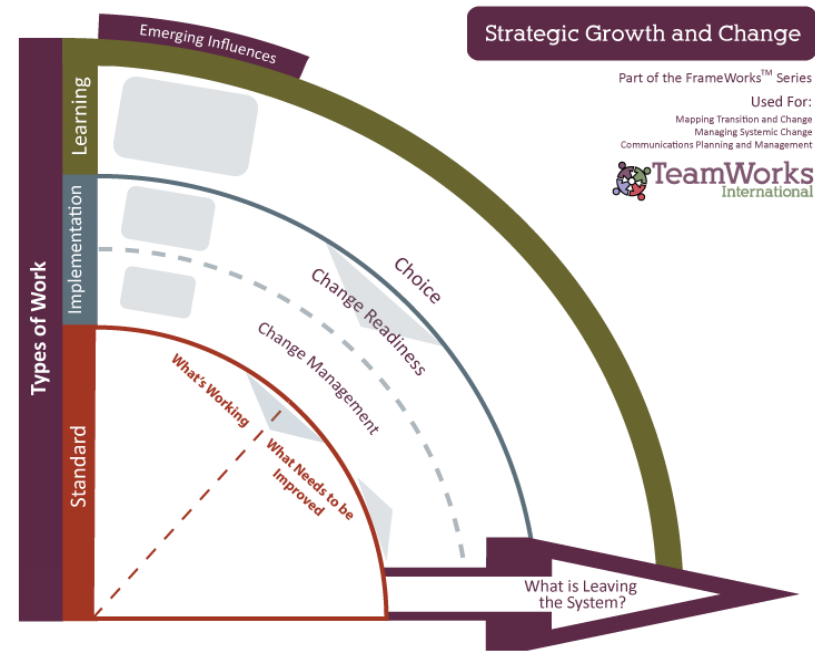
District VisionCard - A document detailing the key quantitative and qualitative measures and metrics for successful implementation of the District's Vision as described in the Desired Daily Experiences. (Previous versions of the TeamWorks International VisionCards were framed around the Strategic Directions outlined in the Strategic Roadmap.)

District 3-year Operational Plan - A three-year rolling continuous improvement plan of the key district initiatives organized into District Strategic Directions. This is developed through application of the Strategic Growth and Change Framework and includes an analysis of Standard Work in addition to new initiatives that may be needed to successfully implement the strategic plan. Implementation is carefully guided from Learning Work to Implementation Work to Standard Work as part of Change Readiness and Change Management.

Strategic Roadmap - An act of governance that describes on one page the Mission, Vision, Core Values and Strategic Directions of the District.

School and Department Improvement Plans - School and Department Improvement Plans aligned to the District's 3-Year Operational Plan and District VisionCard. These are typically annual plans.

Board of Education 3-Year Governance Work Plan - Outlines the key work of the Board of Education in parallel to the District 3-Year Operational Plan, such as 1) District Policy development, 2) Operational Oversight and Long-Range Planning, 3) Board Operations and Development, 4) Superintendent Relations and Development, and 5) Public Engagement.



STRATEGIC PLAN



MISSION STATEMENT

Our core purpose

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

CORE VALUES

Drivers of our words and actions

HONOR AND INTEGRITY

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

BELONGING

Developing meaningful relationships that build trust, understanding and community.

INCLUSION

Intentionally engaging diverse voices and perspectives equitably and respectfully.

INNOVATION AND EXCELLENCE

Cultivating creativity, ideas, confidence and transformational growth.

TRANSPARENCY

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

INTRINSIC VALUE

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

VISION STATEMENT

What we commit to create

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

STRATEGIC DIRECTIONS

Prioritized focus of our time and resources

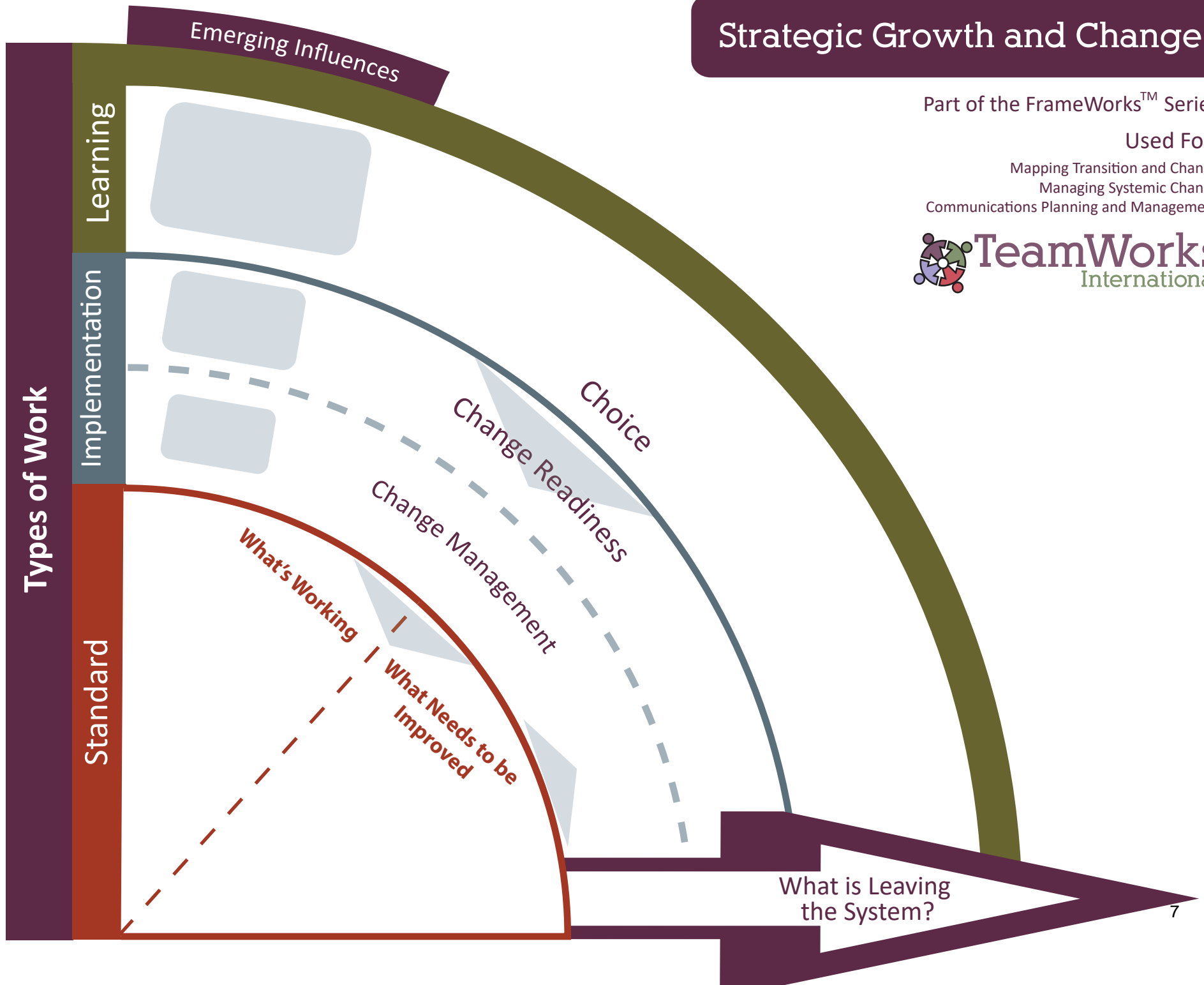
- Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- Promote inclusive participation of all of our communities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

Strategic Growth and Change

Part of the FrameWorks™ Series

Used For:

- Mapping Transition and Change
- Managing Systemic Change
- Communications Planning and Management



OSSEO AREA SCHOOLS

ISD  279

***Osseo Area Schools 3-Year Operational Plan:
2022-23 District Initiates “At A Glance”***

July 19, 2022

In partnership with



Osseo Area Schools 3-Year Operational Plan: 2022-23 District Initiatives “At A Glance”

School Year	Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
2022-23	<i>A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>	<ul style="list-style-type: none"> ● Build a Better Future - Phase II (Facilities) ● LGBTQIA+ History and Culture 	<ul style="list-style-type: none"> ● Building a Better Future - Phase I (Learning and technology referendum) ● 279Online - Phase III ● Multi-Tiered Systems of Support - Behavior <ul style="list-style-type: none"> ○ Social Emotional Learning ○ Comprehensive Supports and Services <ul style="list-style-type: none"> ■ Supporting Scholars in Crisis 	
	<i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</i>	<ul style="list-style-type: none"> ● Program Improvement Process: <ul style="list-style-type: none"> ○ ELA - Elementary, Secondary ○ Social Studies - Secondary ○ Health - K-12 ○ Science - Earth Systems 	<ul style="list-style-type: none"> ● Program Improvement Process: <ul style="list-style-type: none"> ○ Science - Elementary, 8th Grade - Yr 1 ○ Physics - Yr 1 ○ Chemistry - Yr 1 ○ Secondary math - Yr 2 ● Systemwide Equity Tools and Training (1.0) ● Special Ed. Opportunity Review Action Plan - Yr 1 ● Multi-Tiered Systems of Supports - Academics <ul style="list-style-type: none"> ○ High Quality Core Instruction and Intervention ○ ADSIS, Assessment, and Acceleration Yr 2 	<ul style="list-style-type: none"> ● #DL4A: PreK-12 Technology Resources ● Curriculum, Instruction, and Assessment Committee (CIAC)
	<i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i>	<ul style="list-style-type: none"> ● Site Communication Tools - Best Practices ● Legislative Action Committee (LAC) 	<ul style="list-style-type: none"> ● Districtwide Communication Plan - Yr 1 ● Family and Community Engagement Plan - Yr 2 ● Radically Investing in Each and Every Scholar’s Excellence Committee (RISE) - Phase II ● AIPAC/American Indian Program Improvement 	
	<i>D. Create a system of operational innovation, excellence, accountability and sustainability.</i>	<ul style="list-style-type: none"> ● School/Site Three-Year Operational Plans ● New Teacher Mentorship Supports 	<ul style="list-style-type: none"> ● Emergency Preparedness and Response ● Department Three-Year Operational Plans ● Cyber Security Plan - Phase II ● Print Study Action Plan ● Online Enrollment - Yr 2 	<ul style="list-style-type: none"> ● COVID-19 Preparedness and Response <ul style="list-style-type: none"> ○ State Requirements ○ Staffing ○ Instruction ○ Nutrition ○ Technology ○ Transportation ○ Facilities ○ Child Care
	<i>E. Address, acknowledge & reduce systemic disparities, barriers & inequities as we lead, develop & align our district toward continuous improvement.</i>	<ul style="list-style-type: none"> ● Instructional Leadership Academy (ILA) ● Principal Support Academy (PSA) ● Systemwide Equity Tools and Training (2.0) 	<ul style="list-style-type: none"> ● Vision Cards - Yr 1 ● Recruitment and Retention Strategies - <ul style="list-style-type: none"> ○ Workforce Shortage ○ Diversification 	

CE Operational Plan (FY23-FY25)

		<u>Learning Work</u> <i>Research, testing & development of possible projects</i>	<u>Implementation Work</u> <i>Securing resources, creating processes & procedures, providing PD, developing evaluation metrics to ensure successful implementation</i>	<u>Standard Work</u> <i>Established with at least 80% applying effectively (observable)- moves into continuous improvement cycle</i>
FY 23	Utilizing Data to Accelerate our Work	<ul style="list-style-type: none"> Explore creation of a centralized operational process to support all CE programs and staff. (D) 	<ul style="list-style-type: none"> Gather data and explore Targeted Services Participation by building (B) Gather participants racial/geographical data and foundational data to guide CE vision card work (C, E) 	<ul style="list-style-type: none"> Summer Coordination and program placement including school based summer programs (A)
	Engaging Community through an Equity Lens		<ul style="list-style-type: none"> Expand CEPAC membership and set direction of future work of CEPAC (A) Re-establish Equity Cohort Teams and get all new staff to complete EFT 1.0 (C) 	
	Building Internal CE Capacity and Connections	<ul style="list-style-type: none"> Explore middle school OST offerings and expansion (A,B) Centralize operational supports to increase overall program capacity (D) Create Internal Connections matrix to measure our effectiveness with internal partners 	<ul style="list-style-type: none"> Create participation and staff report from all seasons of 2021-22 to create new post-Covid baseline to inform marketing and staff recruitment Coordination of CE Early Learning programs Implement Leadership development and strategic planning sessions 	<ul style="list-style-type: none"> Covid Recovery Plan (D) <ul style="list-style-type: none"> Participant Outreach Reinstating Staff Budget work Seasonal program cycles that include marketing, registration, program development, and staffing.
FY 24	Utilizing Data to Accelerate our Work		<ul style="list-style-type: none"> Implement operational processes researched and developed for our department. (D) 	

	Engaging Community through an Equity Lens		<ul style="list-style-type: none"> Targeted marketing and professional development to improve participation based on heat mapping (C) 	
	Building Internal CE Capacity and Connections		<ul style="list-style-type: none"> Expand and Pilot middle school OST offerings and expansions (A,B) Centralize operational supports to increase overall program capacity (D) 	
FY 25	Utilizing Data to Accelerate our Work			<ul style="list-style-type: none"> All program areas broadened demographic data usage
	Engaging Community through an Equity Lens		<ul style="list-style-type: none"> Coordination and Compiling of participant surveys, community needs assessment, and grant summaries of all program areas for vision card purposes 	
	Building Internal CE Capacity and Connections			<ul style="list-style-type: none"> Determine if full time CE operational Program Manager is warranted

Strategic Directions:

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

Three-year operational plan for Community Relations, Publications

Updated Aug. 8, 2022

2022-23

	Learning Work Initiatives Research, testing and development of possible initiatives	Implementation Work Initiatives Securing resources, creating processes and procedures, providing professional development, developing evaluation metrics	Standard Work Practices Established, with at least 80% applying effectively (observable)- in cont. improvement
Community Relations	<ul style="list-style-type: none"> • Informational campaign for Building a Better Future - Phase II (Facilities) (A) • Establish best practices for site communication tools (C) • Refine translation process and connect with non-English speaking families • Review TalkingPoints • Activities websites that are consistent among the high schools • Market magnet schools with a strong focus on elementary sites • Staff recruitment communication plan • Strengthen partnerships with FACE, HR, Enrollment Center, Community Ed, parent involvement, and schools/programs 	<ul style="list-style-type: none"> • Informational campaign for Building a Better Future - Phase I (Learning and technology referendum) (A) • Sharing strategic plan • Districtwide Communication Plan (planning, implementation and evaluation of district communications) - Yr 1 (C) 	<ul style="list-style-type: none"> • Review and analyze district's environment (research) • Review the news calendar • Review commemorative observances/recognitions listing
Publications	<ul style="list-style-type: none"> • Communication on new processes and its steps (in relation to new print setup) • Ordering how-to (in relation to new print setup) 	<ul style="list-style-type: none"> • Print study action plan (D) 	

Strategic directions:

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

2023-24

	Learning Work Initiatives Research, testing and development of possible initiatives	Implementation Work Initiatives Securing resources, creating processes and procedures, providing professional development, developing evaluation metrics	Standard Work Practices Established, with at least 80% applying effectively (observable)- in cont. improvement
Community Relations	<ul style="list-style-type: none"> ● Establish sitewide communication plans (C) ● Review site social media pages 	<ul style="list-style-type: none"> ● Update on Building a Better Future - Phase I (Learning and technology referendum) (A) ● Informational campaign for Building a Better Future - Phase II (Facilities) (A) ● Districtwide Communication Plan (planning, implementation and evaluation of district communications) - Yr 2 (C) ● Establish best practices for site communication tools (C) - Yr. 1 ● Refine translation process and connect with non-English speaking families ● Activities websites that are consistent among the high schools ● Market magnet schools with a strong focus on elementary sites ● Staff recruitment communication plan ● Strengthen partnerships with FACE, HR, Enrollment Center, Community Ed, parent involvement, and schools/programs 	<ul style="list-style-type: none"> ● Sharing strategic plan ● Review and analyze district's environment (research) ● Review the news calendar ● Review commemorative observances/recognitions listing

Publications		<ul style="list-style-type: none"> • Communication on new processes and its steps (in relation to new print setup) • Ordering how-to (in relation to new print setup) 	<ul style="list-style-type: none"> • Print study action plan (D)
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Strategic directions:

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

B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.

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

D. Create a system of operational innovation, excellence, accountability and sustainability.

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

2024-25

	Learning Work Initiatives Research, testing and development of possible initiatives	Implementation Work Initiatives Securing resources, creating processes and procedures, providing professional development, developing evaluation metrics	Standard Work Practices Established, with at least 80% applying effectively (observable)- in cont. improvement
Community Relations	<ul style="list-style-type: none"> • Create plan for monument signs • Review district name and branding • Review “Senior” portion of high school names • Review district and school websites as well as Google Sites being linked to 	<ul style="list-style-type: none"> • Update on Building a Better Future - Phase I (Learning and technology referendum) (A) • Update on Building a Better Future - Phase II (Facilities) (A) • Establish best practices for site communication tools (C) - Yr. 1 • Establish sitewide communication plans (C) • Market magnet schools with a strong focus on elementary sites • Staff recruitment communication plan 	<ul style="list-style-type: none"> • Sharing strategic plan • Districtwide Communication Plan (planning, implementation and evaluation of district communications) (C) • Review and analyze district’s environment (research) • Review the news calendar • Review commemorative observances/recognitions listing • Refine translation process and connect with non-English speaking families more regularly • Activities websites that are consistent among the high schools

			<ul style="list-style-type: none"> ● Strengthen partnerships with FACE, HR, Enrollment Center, Community Ed, parent involvement, and schools/programs
Publications			<ul style="list-style-type: none"> ● Print study action plan (D) ● Communication on new processes and its steps (in relation to new print setup) ● Ordering how-to (in relation to new print setup)
<p>Strategic directions:</p> <p>A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</p> <p>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</p> <p>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</p> <p>D. Create a system of operational innovation, excellence, accountability and sustainability.</p> <p>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</p>			

DOEE 3-Year Operational Plan 2022-23 to 2024-25

The Department of Educational Equity maintains a collaborative commitment to racial equity and educational excellence for each scholar in Osseo Area Schools. We work to remove systemic barriers and create equitable, effective, and innovative learning environments where the race, ethnicity, culture, religion, language, ability, sexual orientation, and gender identity of each scholar is valued and contributes to successful educational outcomes.

We envision a system without racially and linguistically predictable disparities that empowers every scholar to achieve their dreams and actively contribute their brilliance to an inclusive global society. Our work in the following areas supports the district's commitment to transformational change ending racially and linguistically predictable disparities.

- Building staff capacity to institutionalize racial equity and cultural relevance;
- Effectively implementing practices that achieve and sustain equitable student achievement;
- Utilizing and creating system equity tools, practices/processes, and resources to increase consciousness, deepen conviction, and determine commitments to support equitable student outcomes;
- Expanding access, representation, meaningful participation by tapping into the wealth, assets, knowledge, and skills of the community at large.

DOEE 3-Year Operational Plan 2022-23 to 2024-25
System Level Work

School Year	Strategic Direction	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in continuous improvement</i>
2022-2023	<i>A. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>	Integrate LGBTQIA+ work into EFT		
		Equitable Native Language Programming across the district <ul style="list-style-type: none"> - Immersion Programming (pre-k/elementary) - Heritage Language Classes 	Multilingual Essential Practices Cohorts: Environment	
		Develop meaningful relationships and collaborative partnerships with educators to coach and support their relationships with scholars and families while giving direct services to BIPOC scholars. <ul style="list-style-type: none"> - Equity Specialists provide guidance and thought partnership with teachers and staff on building meaningful relationships with families. - In partnership with Student Services, Equity Specialists implements student programming with MTSS tools (ie restorative practices, SEL curriculum, etc) and research based actions. 		
		CLEAR Framework is integrated and embedded within content instruction across the system. <ul style="list-style-type: none"> - Partnership with L&A for direct content instruction 		
	<i>B. Build and nurture a</i>	Intentional exposure to diverse	WIDA 2020 Standards	

DOEE 3-Year Operational Plan 2022-23 to 2024-25

<p><i>culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</i></p>	<p>learning opportunities, including, but not limited to, post-secondary options, i.e., TCUs, HBCUs, HSIs, Vocational schools, Military, Internships, Mentorship, Career Development, and etcetera to help mitigate opportunity gaps (which include academics).</p>	<p>Implementation - aligned and implemented as content-area standards are updated (ELD+)</p> <ul style="list-style-type: none"> - Professional Development - Collaboration and Curriculum Writing - Resources and support 	
	<p>Mentorship at every stage of development/grade level, including post graduation.</p>	<p>Multilingual Essential Practices Cohorts: Instruction</p>	
	<p>CLEAR Framework is integrated and embedded within content instruction across the system.</p> <ul style="list-style-type: none"> - Partnership with Student Service colleagues for MTSS process and SEL curriculum 		
	<p>Continuous Professional Development of Equity Staff</p> <ul style="list-style-type: none"> - Research-based development of equity tools and strategies (Equity Seminar Development) 		
<p><i>C. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.</i></p>	<p>Identify strategic community partnerships</p>	<p>Introduce and apply the Family Engagement Rubric with departments and school sites (CR)</p>	<p>District-wide Multilingual Family events and collaboration</p>
		<p>Increase RISE Committee awareness and participation across the district (CR)</p> <ul style="list-style-type: none"> - 	
		<p>Meaningful two-way communication with multilingual families at district and site levels</p>	
<p><i>D. Create a system of operational innovation, excellence, accountability</i></p>	<p>PLT & Team Lead with Equity at The Center is Standard Work</p> <ul style="list-style-type: none"> - PLT & Team lead Practices 	<p>ML Essential Practices Alignment & system-wide focus on implementation</p> <ul style="list-style-type: none"> - Partnership with Learning 	

DOEE 3-Year Operational Plan 2022-23 to 2024-25

	<p><i>and sustainability.</i></p>	<p>Cohorts</p> <ul style="list-style-type: none"> - PLT & Team Lead Alignment & system-wide focus on implementation - PLT Professional Development and On-going Coaching 	<p>and Achievement and Student Services colleagues</p> <ul style="list-style-type: none"> - Tools (PLT, SIPs, unit/lesson frameworks) - Resources (Ellevation) - PD (collaborative, integrated across DLTL) - Essential Practices Shadowing and continuous improvement 	
<p>ML Essential Practices Alignment & system-wide focus on implementation</p> <ul style="list-style-type: none"> - Performance Evaluations - ECAP domains 				
<p>CLEAR Framework is integrated and embedded within content instruction across the system.</p> <ul style="list-style-type: none"> - Partnership with Student Service colleagues for MTSS process and SEL curriculum - Partnership with L&A for direct content instruction - Equity Teachers work with L&A staff (SDAS's) to embed CLEAR Framework at the sites. - Summer Programming 				
<p>NUA Becomes Standard Practice in all Elementary and Secondary Buildings</p> <ul style="list-style-type: none"> - Align L&A, Student Services and DOEE around pedagogical approach for strong instruction practices (Culturally Responsive Pedagogy) - Partnership between DOEE and site Leadership Team - Equity Teacher supports site teachers in the classroom. 				

DOEE 3-Year Operational Plan 2022-23 to 2024-25

		<ul style="list-style-type: none"> - Equity Specialists lead student leadership groups and affinity groups using NUA strategies. 		
		<p>The Equity Teacher/Specialist role will be wholly integrated and embedded across sites and aligned with system priority initiatives.</p> <ul style="list-style-type: none"> - Identify method/model of accountability for each role - Collaboration with L&A, Student Services 		
	<p><i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</i></p>	<p>Conduct program review of system equity tools and connected professional development</p> <ul style="list-style-type: none"> ● CLEAR ● EFT 1.0 ● EFT 1.5 ● ML Essential practices ● Gender Inclusion Policy ● George Floyd Resolution ● AAPI Resolution ● Policy 101 ● 	<p>Multilingual Essential Practices Professional Development and On-going Coaching</p>	
		<p>Programmatic continuous improvement efforts are expanded in collaboration with Human Resources</p> <ul style="list-style-type: none"> - Recruitment and retention of Staff and Leadership of Color - Partner and/or co-lead employee retention programs with HR. - PD Leading with Equity at Center 		
		<p>Redesign E-Team Model/Structure</p> <ul style="list-style-type: none"> ● Equity Seminar ● E-team meetings 		

DOEE 3-Year Operational Plan 2022-23 to 2024-25

		Bridge/Integrate/Align and Collaborate with L&A and Student Services <ul style="list-style-type: none">- Cross-departmental PLTs (within DLTL)- Coaching framework (cognitive coaching)		
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DOEE 3-Year Operational Plan 2022-23 to 2024-25

School Year	Strategic Direction	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in continuous improvement</i>
2023-2024	<i>A. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>	Equitable Native Language Programming across the district <ul style="list-style-type: none"> - Immersion Programming (pre-k/elementary) - Heritage Language Classes 	Develop meaningful relationships and collaborative partnerships with educators to coach and support their relationships with scholars and families while giving direct services to BIPOC scholars. <ul style="list-style-type: none"> - Equity Specialists provide guidance and thought partnership with teachers and staff on building meaningful relationships with families. - In partnership with Student Services, Equity Specialists implements student programming with MTSS tools (ie restorative practices, SEL curriculum, etc) and research-based actions. 	Multilingual Essential Practices Cohorts: Environment
			CLEAR Framework is integrated and embedded within content instruction across the system. <ul style="list-style-type: none"> - Partnership with L&A for direct content instruction 	
	<i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</i>		WIDA 2020 Standards Implementation - Science <ul style="list-style-type: none"> - Professional Development - Collaboration and Curriculum Writing - Resources and support 	WIDA 2020 Standards Implementation - ELD <ul style="list-style-type: none"> - Professional Development - Collaboration and Curriculum Writing - Resources and support
		CLEAR Framework is integrated and embedded within content instruction	Multilingual Essential Practices Cohorts: Instruction	

DOEE 3-Year Operational Plan 2022-23 to 2024-25

			<p>across the system.</p> <ul style="list-style-type: none"> - Partnership with Student Service colleagues for MTSS process and SEL curriculum 	
			<p>Continuous Professional Development of Equity Staff</p> <ul style="list-style-type: none"> - Research-based development of equity tools and strategies (Equity Seminar Development) 	
	<p><i>C. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.</i></p>		<p>Family Engagement Rubric</p> <ul style="list-style-type: none"> - Continue to implement rubric at sites and district level - Collect data for continuous improvement 	<p>Meaningful two-way communication with multilingual families at district and site levels</p>
				<p>RISE Committee</p> <ul style="list-style-type: none"> - Standard partnerships with district level committees - Equitable representation that reflect district ethnicities
	<p><i>D. Create a system of operational innovation, excellence, accountability and sustainability.</i></p>		<p>ML Essential Practices Alignment & system-wide focus on implementation</p> <ul style="list-style-type: none"> - Performance Evaluations - ECAP domains 	<p>ML Essential Practices Alignment & system-wide focus on implementation</p> <ul style="list-style-type: none"> - Partnership with Learning & Achievement and Student Services colleagues - Tools (PLT, SIPs, unit/lesson frameworks) - Resources (Ellevation) - PD (collaborative, integrated across DLTL) - Essential Practices Shadowing and continuous improvement
			<p>CLEAR Framework is integrated and embedded within content instruction across the system.</p> <ul style="list-style-type: none"> - Partnership with Student Service colleagues for MTSS 	

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		<ul style="list-style-type: none"> - process and SEL curriculum - Partnership with L&A for direct content instruction - Equity Teachers work with L&A staff (SDAS's) to embed CLEAR Framework at the sites. - Summer Programming 	
		<p>NUA Becomes Standard Practice in all Elementary and Secondary Buildings</p> <ul style="list-style-type: none"> - Align L&A, Student Services and DOEE around pedagogical approach for strong instruction practices (Culturally Responsive Pedagogy) - Partnership between DOEE and site Leadership Team - Equity Teacher supports site teachers in the classroom. - Equity Specialists lead student leadership groups and affinity groups using NUA strategies. 	
		<p>Programmatic continuous improvement efforts are expanded in collaboration with Human Resources</p> <ul style="list-style-type: none"> - Recruitment and retention of Staff and Leadership of Color - Partner and/or co-lead employee retention programs with HR. - PD Leading with Equity at Center 	
	<p><i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our</i></p>	<p>Bridge/Integrate/Align and Collaborate with L&A and Student Services</p> <ul style="list-style-type: none"> - Cross-departmental PLTs (within DLTL) 	<p>Multilingual Essential Practices Professional Development and On-going Coaching</p>

DOEE 3-Year Operational Plan 2022-23 to 2024-25

	<i>district toward continuous improvement.</i>		- Coaching framework (cognitive coaching)	
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DOEE 3-Year Operational Plan 2022-23 to 2024-25

School Year	Strategic Direction	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in continuous improvement</i>
2024-2025	<i>A. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>		Equitable Native Language Programming across the district <ul style="list-style-type: none"> - Immersion Programming (pre-k/elementary) - Heritage Language Classes 	Develop meaningful relationships and collaborative partnerships with educators to coach and support their relationships with scholars and families while giving direct services to BIPOC scholars. <ul style="list-style-type: none"> - Equity Specialists provide guidance and thought partnership with teachers and staff on building meaningful relationships with families. - In partnership with Student Services, Equity Specialists implements student programming with MTSS tools (ie restorative practices, SEL curriculum, etc) and research based actions.
	<i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</i>		WIDA 2020 Standards Implementation - ELA <ul style="list-style-type: none"> - Professional Development - Collaboration and Curriculum Writing - Resources and support 	WIDA 2020 Standards Implementation - Science & ELD <ul style="list-style-type: none"> - Professional Development - Collaboration and Curriculum Writing - Resources and support

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				<p>across the system.</p> <ul style="list-style-type: none"> - Partnership with Student Service colleagues for MTSS process and SEL curriculum
				<p>Continuous Professional Development of Equity Staff</p> <ul style="list-style-type: none"> - Research-based development of equity tools and strategies (Equity Seminar Development)
	<p><i>C. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.</i></p>			<p>The Family Engagement Rubric is standard work for departments and school sites</p>
	<p><i>D. Create a system of operational innovation, excellence, accountability and sustainability.</i></p>			<p>ML Essential Practices Alignment & system-wide focus on implementation</p> <ul style="list-style-type: none"> - Performance Evaluations - ECAP domains
				<p>CLEAR Framework is integrated and embedded within content instruction across the system.</p> <ul style="list-style-type: none"> - Partnership with Student Service colleagues for MTSS process and SEL curriculum - Partnership with L&A for direct content instruction - Equity Teachers work with L&A staff (SDAS's) to embed CLEAR Framework at the sites. - Summer Programming
				<p>NUA Becomes Standard Practice in all Elementary and Secondary Buildings</p> <ul style="list-style-type: none"> - Align L&A, Student Services and DOEE around

DOEE 3-Year Operational Plan 2022-23 to 2024-25

				<p>pedagogical approach for strong instruction practices (Culturally Responsive Pedagogy)</p> <ul style="list-style-type: none"> - Partnership between DOEE and site Leadership Team - Equity Teacher supports site teachers in the classroom. - Equity Specialists lead student leadership groups and affinity groups using NUA strategies.
				<p>Programmatic continuous improvement efforts are expanded in collaboration with Human Resources</p> <ul style="list-style-type: none"> - Recruitment and retention of Staff and Leadership of Color - Partner and/or co-lead employee retention programs with HR. - PD Leading with Equity at Center
	<p><i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</i></p>			<p>Bridge/Integrate/Align and Collaborate with L&A and Student Services</p> <ul style="list-style-type: none"> - Cross-departmental PLTs (within DLTL) - Coaching framework (cognitive coaching)

DOEE 3-Year Operational Plan 2022-23 to 2024-25

Program/Team Level Work

[ML Team 3-Year Plan](#)

[Elementary Equity 3-Year Plan](#)

[Secondary Equity 3-Year Plan](#)

[FACE 3-Year Plan](#)

Questions:

What is common, what's different

New E-team model

Professional development/Onboarding

Partnership/Collaboration w/ HR

Equity Specialist/Teacher/Coordinator systematize

Department of Learning & Achievement 3-Year Operational Plan 2021-22 to 2023-24 (Draft)

Mission Statement:

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:

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

Centered in:

Asset based practices to humanize learning and achievement.

School Year	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics to ensure successful implementation</i>	Standard Work Initiatives <i>Established, with at least 80% applying effectively (observable) - moves into continuous improvement cycle</i>
2021-2022	<ul style="list-style-type: none"> ○ Multi-Tiered Systems of Support (SD1, SD2, SD5) <ul style="list-style-type: none"> ○ Monthly System-Wide Elementary Meetings ○ Across Service Provider Training ○ MTSS Cohort Training CAREI ○ Program Alignment (TAG, Title 1, ADSIS) ○ FastBridge Building Support ○ Standards Based instruction and Grading <ul style="list-style-type: none"> ■ Grading for Equity ○ Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Select Content Areas 	<ul style="list-style-type: none"> ● Multi-Tiered Systems of Support(SD3, SD4, SD5) <ul style="list-style-type: none"> ○ ADSIS ○ Building Collaboration Across Service Providers ○ FastBridge (K-9th) ○ Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Select Content Areas ● Data and Assessment Systems and Structures (SD4, SD5) <ul style="list-style-type: none"> ○ Equitable data practices (including Osseo Ethnicity) 	<ul style="list-style-type: none"> ● Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Select Content Areas ● Professional Learning (SD1, SD2, SD3, SD5) <ul style="list-style-type: none"> ○ Monthly Meetings ○ System Staff Development Days ○ Job-embedded PD and Coaching ● Data and Assessment Systems and Structures (SD3, SD4) <ul style="list-style-type: none"> ○ External reporting (i.e. WBWF, CRDC) ○ Survey administration & reporting

	<ul style="list-style-type: none"> ○ Career & Technical Education (SD2, SD4, SD5) <ul style="list-style-type: none"> ○ CTE Building a Better Future Process ○ CTE Strand Development ○ Data and Assessment Systems and Structures (SD2, SD4, SD5) <ul style="list-style-type: none"> ○ Vision Card Development ○ Balanced Assessment Framework ○ Data Dig Redesign 		
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Strategic Directions (SD) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD1)
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD2)
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD3)
4. Create a system of operational innovation, excellence, accountability and sustainability. (SD4)
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD5)

*Highlighted Strategic Direction (SD) = Strategic Direction of Emphasis

School Year	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics to ensure successful implementation</i>	Standard Work Initiatives <i>Established, with at least 80% applying effectively (observable) - moves into continuous improvement cycle</i>
2022-2023	<ul style="list-style-type: none"> ○ Program Improvement Process (SD2, SD3, SD4) <ul style="list-style-type: none"> ○ ELA pilot - Elementary ○ ELA- High school curriculum writing ○ ELA-Middle school resource review and selection ○ Social Studies-Secondary ○ Health-K-12 	<ul style="list-style-type: none"> ○ Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Elementary Science ○ Science- 8th Grade, Physics, Chemistry ○ SEL ○ Career & Technical Education (SD2, SD3) <ul style="list-style-type: none"> ○ CTE Building a Better Future Process 	<ul style="list-style-type: none"> ● Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Secondary math resources ● Multi-Tiered Systems of Support (SD2, SD3, SD5) <ul style="list-style-type: none"> ○ ADSIS ○ Title I

<ul style="list-style-type: none"> ○ Science-Earth Systems ○ Process for Stakeholder Involvement ○ Monitoring and Evaluating Implementation ○ Professional Learning (SD1, SD2, SD5) <ul style="list-style-type: none"> ○ Research: <ul style="list-style-type: none"> ■ Adult Learning Best Practices ■ PD Structures ■ New Teacher Support and Mentoring ○ Multi-Tiered Systems of Support (SD2, SD4, SD5) <ul style="list-style-type: none"> ○ Determine Current Reality ○ Develop Steering Committee ○ Align MTSS Connections with Data Digs ○ Research PLTs and Determine Current Reality ○ Data & Assessment Systems and Structures (SD4, SD5) <ul style="list-style-type: none"> ○ Data dig redesign ○ Balanced Assessment Framework 	<ul style="list-style-type: none"> ○ CTE Strand Development ○ Multi-Tiered Systems of Support (SD2, SD3, SD5) <ul style="list-style-type: none"> ○ TAG, Title 1 ○ Building Collaboration Across Service Providers ○ FastBridge (K-9th) ○ Standards Based instruction and Grading <ul style="list-style-type: none"> ■ Grading for Equity ● Data & Assessment Systems and Structures (SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Vision Cards 	<ul style="list-style-type: none"> ● Professional Learning (SD1, SD2, SD3, SD5) <ul style="list-style-type: none"> ○ Monthly Meetings ○ System Staff Development Days ○ Job-embedded PD and Coaching ● Data and Assessment Systems and Structures (SD2, SD4) <ul style="list-style-type: none"> ○ Survey administration & reporting ○ Providing professional learning and support
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Strategic Directions (SD) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. (SD1)
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. (SD2)
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. (SD3)
4. Create a system of operational innovation, excellence, accountability and sustainability. (SD4)
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. (SD5)

*Highlighted Strategic Direction (SD) = Strategic Direction of Emphasis

School Year	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics to ensure successful implementation</i>	Standard Work Initiatives <i>Established, with at least 80% applying effectively (observable) - moves into continuous improvement cycle</i>
2023-2024	<ul style="list-style-type: none"> ○ Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Social Studies- Secondary and Elementary ○ Health-K-12 ○ Process for Stakeholder Involvement & Monitoring and Evaluating Implementation ○ Multi-Tiered Systems of Support (SD2, SD4, SD5) <ul style="list-style-type: none"> ○ K-12 District MTSS Leadership Team ○ Professional Development for staff and administrators ○ PLT Process - Pilot 	<ul style="list-style-type: none"> ○ Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ ELA - Elementary, Middle school High school ● Multi-Tiered Systems of Support (SD2, SD4, SD5) <ul style="list-style-type: none"> ○ Standards Based Instruction and Grading <ul style="list-style-type: none"> ■ Learning Focused Gradebook ○ Professional Learning (SD1, SD2, SD3, SD5) <ul style="list-style-type: none"> ○ Adult Learning best practices ○ New Teacher Support ○ ○ Data & Assessment Systems and Structures (SD4, SD5) <ul style="list-style-type: none"> ○ Data Dig Redesign ○ Balanced Assessment Framework 	<ul style="list-style-type: none"> ● Program Improvement Process (SD1, SD2, SD3, SD4, SD5) <ul style="list-style-type: none"> ○ Select Content Areas ● Multi-Tiered Systems of Support (SD5) <ul style="list-style-type: none"> ○ ADSIS ○ Building Collaboration Across Service Providers ○ FastBridge (K-9th) ● Professional Learning (SD1, SD2, SD3, SD5) <ul style="list-style-type: none"> ○ Monthly Meetings ○ System Staff Development Days ○ Job-embedded PD and Coaching ● Strategic Planning Process (SD2, SD4, SD5) <ul style="list-style-type: none"> ○ Vision Card Data

Strategic Directions (SD) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD5)**

***Highlighted Strategic Direction (SD) = Strategic Direction of Emphasis**

3 Year Operational Plan Worksheet
Osseo Area Schools - Student Services Department
May 2022

Type of Initiative	Strategic Direction A: Create Safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.	Strategic Direction B: Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.	Strategic Direction C: Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.	Strategic Direction D: Create a system of operational innovation, excellence, accountability, and sustainability.	Strategic Direction E: Address, acknowledge and reduce systemic disparities, barriers, and inequities as we lead, develop, and align our district toward continuous improvement.
Asset Based Approach					
Student Services Goal	Remove the tools that reinforce “punitive” & exclusionary mindsets	Utilize proficient research based curriculum to increase student achievement	Stakeholder Involvement	Aligning our resources in order to create a system of achievement and inclusion for students with unique needs.	Establish and align improvement process. Establish accountability measures for continuous improvement.
2022-23	<p>Learning Work</p> <p>MTSS (academic - behavioral)</p> <ul style="list-style-type: none"> ● Restorative Practices <ul style="list-style-type: none"> ○ establish common language ○ facilitate steering committee <p>Process for supporting LRE</p> <ul style="list-style-type: none"> ● Review the current process and guiding document to identify: <ul style="list-style-type: none"> ○ professional development needs for staff and leaders. ● Develop training associated with the process 	<p>Learning Work</p> <p>Research Based Instructional Materials and Strategies</p> <ul style="list-style-type: none"> ● Develop a student services curriculum review & development process ● Identify curriculum and strategies that are specific to Special Education for PreK through Transition (including SEL). 	<p>Learning Work</p> <p>Special Education</p> <ul style="list-style-type: none"> ● Explore the viability of RP (circles) for IEP meetings ● Develop a cohesive professional development plan for the Student Services department that informs stakeholders of year-long opportunities <p>Parent Empowerment</p> <ul style="list-style-type: none"> ● Development of advocacy academy 	<p>Learning Work</p> <p>LRE</p> <p>Research and seek perspectives regarding distribution of resources to alter the provision of services</p> <ul style="list-style-type: none"> ● Co-teaching models ● Change the provision of services model at all levels <p>MTSS</p> <ul style="list-style-type: none"> ● Understand and develop expectations for MTSS teams <ul style="list-style-type: none"> ○ Standardize SIT/SAT/HST/Problem solving: Consistent membership and processes ● Create a district level mental health steering committee to assist in 	<p>Learning Work</p> <p>Restorative Practices</p> <ul style="list-style-type: none"> ● Prioritize a scope and sequence of implementing Restorative practices work with fidelity <p>Research Based Instructional Materials and Strategies</p> <ul style="list-style-type: none"> ● Develop a student services curriculum review & development process ● Coordinators collaborate with ATPPS coaches to impact SPED PLT processes and SLG data cycles

				the develop a comprehensive and collaborative mental health teams at sites	
	<p>Implementation Change Readiness (0-49%)</p> <p>Process for supporting LRE</p> <ul style="list-style-type: none"> ● Implement with fidelity IEP team decisions on determining LRE <p>MTSS Implementing with fidelity the following supports and strategies:</p> <ul style="list-style-type: none"> ● PBIS - Tier two ● RAMP ● IM4 	<p>Implementation Change Readiness (0-49%)</p> <p>RBI Materials and Strategies</p> <ul style="list-style-type: none"> ● Implement with fidelity the following: <ul style="list-style-type: none"> ○ Equals math assessment/data continuity ○ SOAR Implementation ○ Implement with fidelity quality indicators of a graduation plan <p>Intersectionality of equitable and individualized instruction for students who receive special education services</p> <ul style="list-style-type: none"> ● Effectively assess students to determine adequate progress ● All special education teachers have understanding of grade level MN state standards and how to utilize them to write IEPs and plan instruction. ● Create a system to ensure that all Special Education staff have received ISD 279 Due Process Training. 	<p>Implementation Change Readiness (0-49%)</p> <p>Provide timely, relevant, and easily accessible communication by increasing Student Services communications and opportunities for feedback with stakeholders</p>	<p>Implementation Change Readiness (0-49%)</p>	<p>Implementation Change Readiness (0-49%)</p> <p>Professional Development Enhance capacity for implementing RP in respective buildings</p>

	<p>Implementation Change Management (50-80%)</p>	<p>Implementation Change Management (50-80%)</p> <p>RBI Materials and Strategies Implement with fidelity:</p> <ul style="list-style-type: none"> • Equals math • Heggerty • Wilson • SOAR • Comprehensive Literacy framework training - assessment • SoR 	<p>Implementation Change Management (50-80%)</p>	<p>Implementation Change Management (50-80%)</p>	<p>Implementation Change Management (50-80%)</p> <p>Check & Connect</p> <ul style="list-style-type: none"> • Refining coaching service delivery plan • Implement action items identified by 2022 DCA
	<p>Standard Work Initiatives to Complete</p> <p>MTSS</p> <ul style="list-style-type: none"> • PBIS tiers one and two • Check and Connect (SEI) • CPI 	<p>Standard Work Initiatives to Complete</p>	<p>Standard Work Initiatives to Complete</p>	<p>Standard Work Initiatives to Complete</p>	<p>Standard Work Initiatives to Complete</p> <p>SPED Teacher Mentor Program</p> <p>Check & Connect mentor program</p>

2023-24

Learning Work

Learning Work

Learning Work

Learning Work

Learning Work

	<p style="text-align: center;">Implementation Change Readiness (0-49%)</p> <p>MTSS (academic - behavioral)</p> <ul style="list-style-type: none"> ● Restorative Practices <ul style="list-style-type: none"> ○ Implement/reinforce and train common language ○ implement recommendation of the steering committee <p>Process for supporting LRE</p> <ul style="list-style-type: none"> ● Continue PD on process for supporting LRE ● Process for supporting LRE fidelity checks conducted by coordinators. 	<p style="text-align: center;">Implementation Change Readiness (0-49%)</p> <p>Research Based Instructional Materials and Strategies</p> <ul style="list-style-type: none"> ● Implement a student services curriculum review & development process ● Roll out identified curriculum and strategies that are specific to Special Education for PreK through Transition (including SEL). 	<p style="text-align: center;">Implementation Change Readiness (0-49%)</p> <p>Special Education</p> <ul style="list-style-type: none"> ● Provide a cohesive professional development plan for the Student Services department that informs stakeholders of year-long opportunities <p>Parent Empowerment</p> <ul style="list-style-type: none"> ● Implement and refine parent training/academy 	<p style="text-align: center;">Implementation Change Readiness (0-49%)</p> <p>LRE</p> <p>Redistribution of resources to alter the provision of services</p> <ul style="list-style-type: none"> ● Staff new elementary provision of services ● Co-teaching models ● Change the provision of services model at all levels <p>MTSS</p> <ul style="list-style-type: none"> ● Understand and develop expectations for MTSS teams <ul style="list-style-type: none"> ○ Standardize SIT/SAT/HST6/Problem solving: Consistent membership and processes ● Create a district level mental health steering committee to assist in the develop a comprehensive and collaborative mental health teams at sites 	<p style="text-align: center;">Implementation Change Readiness (0-49%)</p> <p>Restorative Practices</p> <ul style="list-style-type: none"> ● Implement scope and sequence of Restorative practices work with fidelity <p>Research Based Instructional Materials and Strategies</p> <ul style="list-style-type: none"> ● Implement a student services curriculum review & development process ● Coordinators collaborate with ATPPS coaches to monitor SPED PLT processes and SLG data cycles
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	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>Process for supporting LRE</p> <ul style="list-style-type: none"> ● Implement with fidelity IEP team decisions on determining LRE <p>MTSS</p> <p>Implement with fidelity the following supports and strategies:</p> <ul style="list-style-type: none"> ● PBIS - Tier two ● RAMP ● IM4 	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>RBI Materials and Strategies</p> <ul style="list-style-type: none"> ● Implement with fidelity the following: <ul style="list-style-type: none"> ○ Equals math assessment/data continuity ○ SOAR Implementation ○ Implement with fidelity quality indicators of a graduation plan <p>Intersectionality of equitable and individualized Instruction for students who receive special education services</p> <ul style="list-style-type: none"> ● Effectively assess students to determine adequate progress ● All special education teachers have understanding of grade level MN state standards and how to utilize them to write IEPs and plan instruction. ● Create a system to ensure that all Special Education staff have received ISD 279 Due Process Training. 	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>Provide timely, relevant, and easily accessible communication by increasing Student Services communications and opportunities for feedback with stakeholders</p>	<p style="text-align: center;">Implementation Change Management (50-80%)</p>	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>Professional Development</p> <p>Enhance capacity for implementing RP in respective buildings</p>
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	Standard Work Initiatives to Complete	Standard Work Initiatives to Complete	Standard Work Initiatives to Complete	Standard Work Initiatives to Complete	Standard Work Initiatives to Complete Check & Connect
		<p>RBI Materials and Strategies Implement with fidelity:</p> <ul style="list-style-type: none">• Equals math• Heggerty• Wilson• SOAR• Comprehensive Literacy framework training - assessment• SoR			

2024-25

Learning Work

Learning Work

Learning Work

Learning Work

Learning Work

	Implementation Change Readiness	Implementation Change Readiness	Implementation Change Readiness	Implementation Change Readiness	Implementation Change Readiness
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	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>MTSS (academic - behavioral)</p> <ul style="list-style-type: none"> ● Restorative Practices <ul style="list-style-type: none"> ○ Implement/reinforce and train common language ○ implement recommendation of the steering committee <p>Process for supporting LRE</p> <ul style="list-style-type: none"> ● Continue PD on process for supporting LRE ● Process for supporting LRE fidelity checks conducted by coordinators. 	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>Research Based Instructional Materials and Strategies</p> <ul style="list-style-type: none"> ● Implement a student services curriculum review & development process <ul style="list-style-type: none"> ● Roll out identified curriculum and strategies that are specific to Special Education for PreK through Transition (including SEL). 	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>Special Education</p> <ul style="list-style-type: none"> ● Provide a cohesive professional development plan for the Student Services department that informs stakeholders of year-long opportunities <p>Parent Empowerment</p> <ul style="list-style-type: none"> ● Implement and refine parent training/academy 	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>LRE</p> <p>Redistribution of resources to alter the provision of services</p> <ul style="list-style-type: none"> ● Staff new elementary provision of services ● Co-teaching models ● Change the provision of services model at all levels <p>MTSS</p> <ul style="list-style-type: none"> ● Understand and develop expectations for MTSS teams <ul style="list-style-type: none"> ○ Standardize SIT/SAT/HST6/Problem solving: Consistent membership and processes ● Create a district level mental health steering committee to assist in the develop a comprehensive and collaborative mental health teams at sites 	<p style="text-align: center;">Implementation Change Management (50-80%)</p> <p>Restorative Practices</p> <ul style="list-style-type: none"> ● Implement scope and sequence of Restorative practices work with fidelity <p>Research Based Instructional Materials and Strategies</p> <ul style="list-style-type: none"> ● Implement a student services curriculum review & development process ● Coordinators collaborate with ATPPS coaches to monitor SPED PLT processes and SLG data cycles
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	<p align="center">Standard Work Initiatives to Complete</p>	<p align="center">Standard Work Initiatives to Complete</p>	<p align="center">Standard Work Initiatives to Complete</p>	<p align="center">Standard Work Initiatives to Complete</p>	<p align="center">Standard Work Initiatives to Complete</p>
	<p>Process for supporting LRE</p> <ul style="list-style-type: none"> ● Implement with fidelity IEP team decisions on determining LRE <p>MTSS Implementing with fidelity the following supports and strategies:</p> <ul style="list-style-type: none"> ● PBIS - Tier two ● RAMP ● IM4 	<p>RBI Materials and Strategies</p> <ul style="list-style-type: none"> ● Implement with fidelity the following: <ul style="list-style-type: none"> ○ Equals math assessment/data continuity ○ SOAR Implementation ○ Implement with fidelity quality indicators of a graduation plan <p>Intersectionality of equitable and individualized Instruction for students who receive special education services</p> <ul style="list-style-type: none"> ● Effectively assess students to determine adequate progress ● All special education teachers have understanding of grade level MN state standards and how to utilize them to write IEPs and plan instruction. ● Create a system to ensure that all Special Education staff have received ISD 279 Due Process Training. 	<p>Provide timely, relevant, and easily accessible communication by increasing Student Services communications and opportunities for feedback with stakeholders</p>		<p>Professional Development Enhance capacity for implementing RP in respective buildings</p>

ACTION CARD for Key Strategic Initiatives

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

Step 1: Name of Initiative: Remove the tools that reinforce “punitive” & exclusionary mindsets

Owner: Jimmie Heags, Amy Janecek & Jill Lesné

Step 2: Current Reality

Narrative and Numbers

Use the Whole System View FrameWork

- District cited annually for disproportionate representation for suspensions of students of color. BasedPC on 2021 data, the district was 3.075 times as likely to suspend a Black or African American student as a white student.
- Add suspension data by site
- Utilize the RP TFI to measure the implementation of RP and utilize the resources that Nancy Riestenberg is providing to measure fidelity of implementation.

Step 3: Vision at Completion of Initiative

Narrative and Numbers

Use the Whole System View FrameWork / Mission / Vision

- District employees will respond to behavioral incidences with a restorative mindset.
- Suspensions will be greatly reduced and not disproportionate by race.

Step 4: Key Steps

Who

When

Speed Bumps and Contradictions

Create a district level Restorative Practices team that meets monthly to support the progress of learning work

Jimmie Heags
Amy Janecek,
Jill Lesné
Osseo RP
Leadership
Team

2022-23

Middle schools to be the focus of this work -- leadership team to be middle school

Review RP TFI and prioritize scope and sequence for learning work. Use this information to inform the PD plan for the year.

Jimmie Heags
Amy Janecek,
Jill Lesné,
Osseo RP
Leadership
Team

2022-2023

Increase the number of staff trained in restorative practices in order to teach intervention and provide tools to increase the RP and trauma informed mindset.
(focus on middle schools)

Jimmie Heags
Amy Janecek
Osseo RP
Leadership
Team

2022-23

Middle schools to be the focus of this work -- leadership team to be middle school

Coordinators to train at a Learning Leader meeting regarding suspensions of students on an IEP **make a cheat sheet for admin to refer to when making discipline decisions for students who have an IEP	Student Services Coordinators	Fall 2022	
Administer SHAPE Trauma Informed Survey to determine baseline for planning	Jill Lesné District Mental Health Team	2022-2023	
Evaluate and recommend adjustments to ODR language for incidences, interventions, responses to prompt restorative and positive outcomes and co-present at LL meeting with Coordinators re: suspension of students on IEPs	Amy Janecek, Jill Lesné	2022-2023	
Ensure that all sites utilize the IM4 platform	PBIS Lead team Angie Angelman	2022-23	
Train on tier two and three tiered interventions	Amy Janecek, Jill Lesné, Kate Emmons PBIS lead team	2022-23	

ACTION CARD for Key Strategic Initiatives

B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.

Step 1: Name of Initiative: Process for supporting LRE
Owner: PC, Sarah, Michelle, Angie, Jan, Laura, Lawrence

Step 2: Current Reality

Narrative and Numbers

Use the Whole System View FrameWork

- There is a lack of fidelity of implementation of the current process for supporting LRE

Step 3: Vision at Completion of Initiative	Narrative and Numbers	<i>Use the Whole System View FrameWork / Mission / Vision</i>
<ul style="list-style-type: none"> Students will receive special education services in the least restrictive environment to increase access to general education classes. Currently...####s 		

Step 4: Key Steps	Who	When	Speed Bumps and Contradictions
Gather a stakeholder group to review/refine the current process for supporting LRE PK to 12.	Sarah, Angie, Laura, Jan	2022-23	Principal knowledge on LRE/ Buy-In Staff Turn-Over/On-going training Staff buy-in
Update department process for “maintaining students in their LRE” to include an emphasis on moving students toward the general education setting.	Sarah, Angie, Laura, Jan	2022-23	
Develop an enhanced training on the process for supporting LRE	SEAT DOEE	Spring of 22-23	

ACTION CARD for Key Strategic Initiatives

A. Climate

Step 1: Name of Initiative: Establish standards for district problem-solving teams (SST, SIT, SAT, HST)

Owner: Jill Lesné, Sarah Lancette, Michelle Humphrey, Jess Wiswell

Step 2: Current Reality

Narrative and Numbers

Use the Whole System View FrameWork

Currently, sites have a plethora of names for their problem-solving teams and many ideas on how best to proceed. The district needs a standard process.

Step 3: Vision at Completion of Initiative

Narrative and Numbers

Use the Whole System View FrameWork / Mission / Vision

- Each site will have a consistent MTSS process that will benefit students that are struggling academically and/or behaviorally.

Step 4: Key Steps	Who	When	Speed Bumps and Contradictions
Participate on the MTSS Steering Committee	Jill Lesné and others	2022-2023	
Standardize the MTSS process in partnership with L & A in order to create consistency across the district.	L & A/ SS/ DOEE	2022-2023	
Create and establish common procedures and timelines in partnership with L & A to guide the work of the problem-solving teams.	L & A/ SS DOEE	2022-23	

**ACTION CARD for Key Strategic Initiatives
B: Rigorous Instruction**

Step 1: Name of Initiative: Standards based IEPs and Instruction

Owner:

Step 2: Current Reality

Narrative and Numbers

Use the Whole System View FrameWork

At all levels there is inconsistent training, curriculum availability, and curriculum implementation.

Step 3: Vision at Completion of Initiative

Narrative and Numbers

Use the Whole System View FrameWork / Mission / Vision

- Special Education Teachers know and implement grade level MN state standards and are able to write IEPs with standards based goals and objectives that align to ensure student achievement.
- Special Education Teachers know and implement grade level MN state standards and are able to provide instruction aligned with IEP goals and state standards.

Step 4: Key Steps

Who

When

Speed Bumps and Contradictions

Research and develop a training plan that addresses standards based IEPs and instruction

Laura, Jan, and PC

SY 22-23

Perceived change in practice and expectations

Provide trainings to special education teachers to write standards based IEPs and instruction

Laura, Jan, and PC

SY 22-23

Having time and access to teachers to do the training and develop skill

Will this make the biggest impact?

**B: Rigorous Instruction
ACTION CARD for Key Strategic Initiatives**

Step 1: Redistribution of Resources to Alter the Continuum of Services

Owner: Michelle Humphrey, Sarah Lancette, Lawrence Coleman

Step 2: Current Reality

Narrative and Numbers

Use the Whole System View FrameWork

- Students are placed in self-contained classrooms by disability label, which is not always conducive to their learning or LRE. Some schools do not have any self-contained programs and send students to other sites, when the best scenario is for students to receive services in their home school. The intent of this work is to manage resources to enable students to stay at their home school.

Step 3: Vision at Completion of Initiative

Narrative and Numbers

Use the Whole System View FrameWork / Mission / Vision

- Increased access to general education classes for students who receive special education services

Step 4: Key Steps	Who	When	Speed Bumps and Contradictions
Engage in a PIP for co-teaching at the elementary Resource teachers	Elementary Coordinators	22-23 SY	<ul style="list-style-type: none"> ● Building leadership buy in ● Resource teacher professional development ● Timelines for staffing and ECSE transition meetings do not align with plan
Engage in the PIP process to implement homebase settings at the elementary level	Elementary Coordinators	22-23	
Monitor data for current and incoming students requiring a self-contained setting to determine a long range plan for placement of self-contained and home base classrooms within elementary sites.	Elementary Coordinators	September 2022	
Data dive into current home schools of students in self-contained placement and next steps for the prioritized move or relicensure of resources/ staff.	Elementary Coordinators	September 2022	
Alignment/ impact of elementary model changes from ECSE-Transition	Elementary Coordinators ECSE Coordinator	September 2022	
Develop a 1, 2 and 3 year plan for the movement of self-contained classrooms and implementation of homebase classrooms at prioritized elementary sites.	SEAT	October 2022	

ACTION CARD for Key Strategic Initiatives
C: Communication

Step 1: Name of Initiative: Provide timely, relevant, and easily accessible communication by increasing Student Services communication and opportunities for feedback.

Owner: Jill Lesné, Michelle Krelic, Lisa Elsesser, Student Services Coordinators, Elizabeth Xiong, Ann Woods, Jimmie Heags, DBS

Step 2: Current Reality

Narrative and Numbers

Use the Whole System View FrameWork

- DMGroup information included feedback that communication regarding department activities, including information regarding staff development needed to be more widespread.
- Perspectives on the needs of staff will be taken via a survey at the beginning of SY 22-23 to incorporate feedback from staff in the year's professional development plan.

Step 3: Vision at Completion of Initiative

Narrative and Numbers

Use the Whole System View FrameWork / Mission / Vision

-

Step 4: Key Steps	Who	When	Speed Bumps and Contradictions
Develop a year long PD plan for student services	Jill Lesné, Student Services Coordinators, Michelle Krelic, Lisa Elsesser, Jimmie Heags, Elizabeth Xiong, DBS staff	Continuing throughout 22-23--google doc	Google doc to be created that can be viewed by system
Communicate the PD plan to all stakeholders	As above contribute parts to Google doc	Continuing throughout 22-23--google doc	
Develop and implement a parent academy to include a feedback loop from participants	Student Services Coordinators	SY 22-23	
Improve/ update the following communication tools: <ul style="list-style-type: none"> • Student Services presence on district website • OEC website • CBVAT Website • CBVAT Family Brochure • CBVAT Community Partner Brochure • Resource Website 	Kate Emmons, Jill Lesné, Student Services Coordinators	SY 22-23	

ACTION CARD for Key Strategic Initiatives

E: Research Based Instructional Materials and Strategies

Step 1: Name of Initiative: Research Based Instructional Materials and Strategies

Owner: Laura, Angie, Jimmy, Elizabeth, Brian S

Step 2: Current Reality

Narrative and Numbers

Use the Whole System View FrameWork

- The SS department does not currently have a PIP process

Step 3: Vision at Completion of Initiative		Narrative and Numbers		<i>Use the Whole System View FrameWork / Mission / Vision</i>
<ul style="list-style-type: none"> Student Services Program Improvement Process (PIP) that operates in collaboration with L&A 				
Step 4: Key Steps	Who	When	Speed Bumps and Contradictions	
Define the PIP and assess the current situation for Student Services	Laura, Michelle, Sarah, Michelle K, Ann, Lisa	2022-2023 SY	Need to consider L and A PIP cycle and process when creating the PIP cycle and process for Student Services How do we ensure this is systemic? The technical piece of creating a document PK - Transition = consistency for all! Helping teachers understand curriculum.	
Create a communication plan		2022-2023		
Analyze options and select up to three resources to pilot	Michelle, Ann, Lisa with PIP Team	2022-2023		
Select pilot sites to begin training with implementation to begin following fall				
Align sped curriculum training with PIP <ul style="list-style-type: none"> a. Wilson b. Heggerty c. Equals d. Soar e. LETRS f. Comprehensive Literacy Framework 	Michelle Kreic Ann Woods Lisa Elsesser Jemma Hernandez			
Coordinators collaborate with ATPPS coaches to influence SPED PLT processes and SLG data cycles	Laura and Angie			

ACTION CARD for Key Strategic Initiatives			
Step 1: Name of Initiative: Develop a working plan from DMGroup Results			
Owner: Kate Emmons, Jill Lesné			
Step 2: Current Reality	Narrative and Numbers		<i>Use the Whole System View FrameWork</i>
<ul style="list-style-type: none"> DMGroup information included feedback that a workload task force could assist with examining how work is distributed for special education teachers with a focus on Resource. 			
Step 3: Vision at Completion of Initiative	Narrative and Numbers		<i>Use the Whole System View FrameWork / Mission / Vision</i>
<ul style="list-style-type: none"> An understanding of workload requirements will be common amongst special education staff. 			

Step 4: Key Steps	Who	When	Speed Bumps and Contradictions
Determine the scope of the work and protocol standards	Guiding Coalition	SY 22-23	
Determine a timeline and deliverables for the project	Guiding Coalition	SY 22-23	
Invite members from sites to be a part of the task force	Kate Emmons	22-23	
Set meeting dates	Kate Emmons	SY 22-23	
Develop and implement a feedback loop from participants	Kate Emmons	SY 22-23	

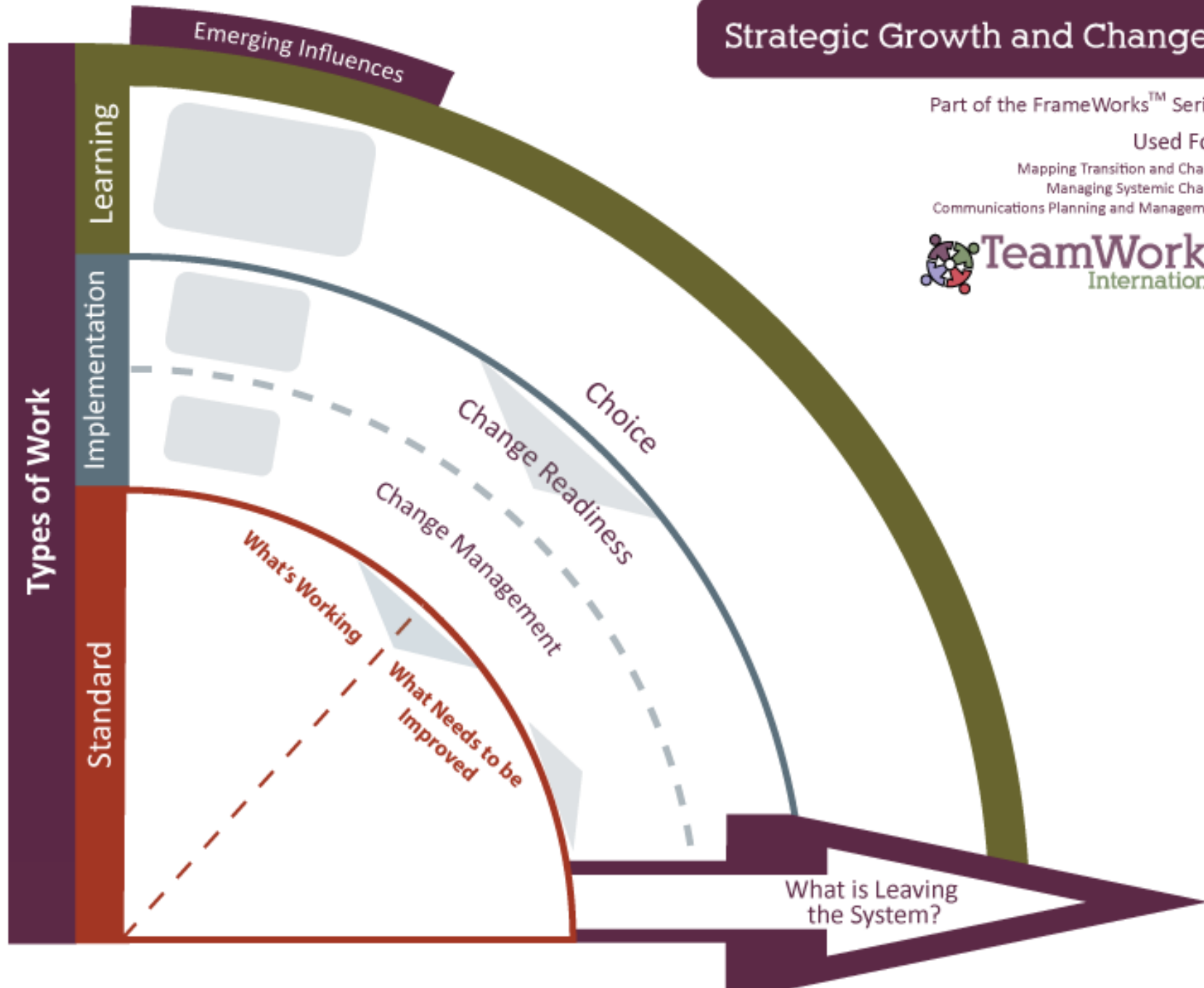
Strategic Growth and Change

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OSSEO AREA SCHOOLS

ISD  279

3-Year Departmental Plan

Finance & Operations

July 19, 2022

In partnership with



Osseo Area Schools 3-Year Departmental Plan 2022-23 to 2024-25

School Year	Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
2022-23	A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.	<ul style="list-style-type: none"> School security liaisons Physical security enhancements 	<ul style="list-style-type: none"> Digital Radio Conversion (Year 1) Staff Risk Management training 	
	B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways..			
	C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.			
	D. Create a system of operational innovation, excellence, accountability and sustainability.	<ul style="list-style-type: none"> Enterprise Security Risk Management Explore rebrand of Risk Management/Health and Safety/Security and Emergency Management Food truck Sustainable supplies 2025-2030 Transportation Yellow Bus RFQ Site Based Study on Vehicle Traffic 	<ul style="list-style-type: none"> Geovisual Analytics Print study Upgrade Transportation Routing Software 	<ul style="list-style-type: none"> DocuSign Transition from paper to digital bus information for families Transportation Opt-in for K-12 students to optimize bus allocation
	E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.	<ul style="list-style-type: none"> Guaranteed Energy Savings Contracts Summer meal partners - Identify new external partners CACFP - site / program expansion Facilities performance contracting for deferred maintenance Facilities work order/PM system 	<ul style="list-style-type: none"> Implement Equitable Contract Procurement Process 	

School Year	Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
2023-24	A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.	<ul style="list-style-type: none"> Building a Better Future Phase II - Project Planning 	<ul style="list-style-type: none"> Digital Radio Conversion 	
	B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.			
	C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.			
	D. Create a system of operational innovation, excellence, accountability and sustainability.	<ul style="list-style-type: none"> 2026-2031 Transportation Type III RFQ 	<ul style="list-style-type: none"> 2025-2030 Transportation Yellow Bus RFQ Traffic and Parking Lot Redesign 	<ul style="list-style-type: none"> Geovisual Analytics Print study Upgrade Transportation Routing Software
	E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.		<ul style="list-style-type: none"> Summer meal partners - implement new programs + consider methods of distribution and service CACFP Food truck Sustainable supplies 	<ul style="list-style-type: none"> Equitable contract procurement

School Year	Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
2024-25	A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.		<ul style="list-style-type: none"> Building a Better Future Phase II - Project Construction 	
	B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.			
	C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.			
	D. Create a system of operational innovation, excellence, accountability and sustainability.		<ul style="list-style-type: none"> 2026-2031 Transportation Type III RFQ 	<ul style="list-style-type: none"> 2025-2030 Transportation Yellow Bus RFQ Traffic\Parking Lot Implementation
	E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.			<ul style="list-style-type: none"> Summer meal partners CACFP Food truck Sustainable Supplies

Human Resources 3-Year Operational Plan 2022-23 to 2024-25

School Year	Strategic Direction/Goal	Learning Work Initiatives	Implementation Work Initiatives	Standard Work Practices
		<i>Research, testing and development of possible initiatives</i>	<i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>	<i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>
2022-23	<i>A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>	<ul style="list-style-type: none"> • Staffing - Early hire processes • Recruitment – site visits at high schools and ABE for summer hires 	<ul style="list-style-type: none"> • ESP Professional Development Liaison work • Staffing - intake process, • Google forms for transfer processes (teachers and ESPs) • Review teacher buy-up timeline • Recruitment - attending recruiting events, expanding community outreach, collaborating with DOEE, attending site functions • Retention – Exit interviews 	<ul style="list-style-type: none"> • Staffing – • teacher and ESP transfer • ADA review prior to initial posting • Elementary interview fair • Special positions process
	<i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</i>		<ul style="list-style-type: none"> • Worker’s Compensation Nurse Triage Line • ESP Professional Development Liaison work • Recruitment – reviewing candidate resumes and performing mock interviews • Retention – ESP mentor/Mentee 	<ul style="list-style-type: none"> • Retention – Teachers of Color mentor/mentee program
	<i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i>		<ul style="list-style-type: none"> • Student teacher placement automated communication and processes • Recruitment - Why work for Osseo job posts, training for hiring managers related to posting 	<ul style="list-style-type: none"> • Recruitment – attending community events, serving on college career panels
	<i>D. Create a system of operational innovation, excellence,</i>	<ul style="list-style-type: none"> • Droplet • Retention – Create additional metrics in collaboration with RAA 	<ul style="list-style-type: none"> • Performance Management • Training of new administrators • Refresher training 	<ul style="list-style-type: none"> • Federal and state reporting requirements • Contract implementation

	<i>accountability and sustainability.</i>		<ul style="list-style-type: none"> • Metrics (Talent Ed. ratings) • Onbase (electronic records) • Staffing Database (non-school site positions) 	
	<i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</i>	<ul style="list-style-type: none"> • Labor Relations - Market analyses • Explore ways to secure scholarships for prospective teachers to enhance our Grow your Own Program 	<ul style="list-style-type: none"> • Performance Management • Metrics 	<ul style="list-style-type: none"> • Negotiations with hourly employee groups
2023-24	<i>A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>		<ul style="list-style-type: none"> • ESP Professional Development Liaison work • Staffing - Early hire processes 	<ul style="list-style-type: none"> • Staffing – • intake processes • Google forms for transfer processes (teachers and ESPs) • Review teacher buy-up timeline • teacher and ESP transfer • ADA review prior to initial posting • Elementary interview fair • Special positions process
	<i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</i>			<ul style="list-style-type: none"> • Worker’s Compensation Nurse Triage Line

	<i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i>			<ul style="list-style-type: none"> • Student teacher placement automated communication and processes
	<i>D. Create a system of operational innovation, excellence, accountability and sustainability.</i>		<ul style="list-style-type: none"> • Droplet 	<ul style="list-style-type: none"> • Staffing Database (non-school site positions) • Contract implementation
	<i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</i>		<ul style="list-style-type: none"> • Labor Relations - Market analyses • Onbase (electronic records) 	<ul style="list-style-type: none"> • Negotiations with teachers, management, and salaried groups
2024-25	<i>A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>		<ul style="list-style-type: none"> • ESP Professional Development Liaison work 	<ul style="list-style-type: none"> • Staffing – <ul style="list-style-type: none"> ○ intake process ○ Google forms for transfer processes (teachers and ESPs) ○ Review teacher buy-up timeline ○ teacher and ESP transfer ○ ADA review prior to initial posting ○ Elementary interview fair ○ Special positions process

	<p><i>B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.</i></p>			<ul style="list-style-type: none"> • Worker’s Compensation Nurse Triage Line
	<p><i>C. Promote inclusive participation of our communities and provide timely, relevant and easily accessible communication.</i></p>			<ul style="list-style-type: none"> • Student teacher placement automated communication and processes
	<p><i>D. Create a system of operational innovation, excellence, accountability and sustainability.</i></p>		<ul style="list-style-type: none"> • Droplet 	<ul style="list-style-type: none"> • Onbase (electronic records) • Staffing Database (non-school site positions) • Contract implementation
	<p><i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</i></p>		<ul style="list-style-type: none"> • Labor Relations - Market analyses 	<ul style="list-style-type: none"> • Negotiations with hourly employee groups

I2T2 Project Map (FY23-FY25)

		Learning Work <i>Research, testing & development of possible projects</i>	Implementation Work <i>Securing resources, creating processes & procedures, providing PD, developing evaluation metrics to ensure successful implementation</i>	Standard Work <i>Established with at least 80% applying effectively (observable)- moves into continuous improvement cycle</i>
FY 23	#DL4A	<ul style="list-style-type: none"> Student Computer Labs (K-12) (B) PreK technology standards (B) Classroom sound systems (B) Parent learning opportunities (C) 	<ul style="list-style-type: none"> 279Online (phase 3) (A)* K-5 digital display standards (B) Classroom wireless connection (B) 	<ul style="list-style-type: none"> Grades K-3 1:1 devices (B)* Internet transition (D) Grades 6-8 chromebook refresh^
	Cyber Security	<ul style="list-style-type: none"> Student Passwords (D)* Security response plans (D)* Staff Password Reset (D)* MFA for SIS (other applications) (D)* 	<ul style="list-style-type: none"> Security response plans (D)* Park Center Generator (D)* Staff Password Reset (D)* Identity Automation/ SSO (D)* Asset Management (D)* 	<ul style="list-style-type: none"> Firewall (D)* Universal Filter Solution (Lightspeed) (D)* Routine security scans (D)* EDR Solution (D)* MFA for staff (D)*
	Modernization	<ul style="list-style-type: none"> E-mail solution review SWISS/ Synergy/ Hoonuit (B) Help desk solution MTSS- Hoonuit (B) Staff training opportunities Unified network (D) Intune transition Windows 11 transition 	<ul style="list-style-type: none"> Online enrollment (phase 3) (D)* Print solution (D)* Ed-Fi (phase 2): certification (D) Schoology Integration (B) Attendance Practice (E) I2T2 staff skill development 	<ul style="list-style-type: none"> I2T2 re-alignment Support desk process Switch replacement^ Access Point replacement^
FY 24	#DL4A	<ul style="list-style-type: none"> Student Computer Labs (K-12) (B) Classroom technology refresh (B) 	<ul style="list-style-type: none"> 279Online (phase 4) (A)* K-5 digital display standards (B) PreK technology standards (B) Classroom sound systems (B) Classroom wireless connection (B) 	<ul style="list-style-type: none"> Grades 3-5 device refresh (B)^
	Cyber Security	<ul style="list-style-type: none"> Parent AD username/ password (D)* 	<ul style="list-style-type: none"> Student Passwords (D)* Security response plans (D)* MFA for SIS (other applications) (D)* 	<ul style="list-style-type: none"> Security response plans (D)* Park Center Generator (D)* Staff Password Reset (D)*
	Modernization	<ul style="list-style-type: none"> Office desktop refresh^ MTSS- Hoonuit (B) 	<ul style="list-style-type: none"> E-mail solution changes SWISS/Synergy/ Hoonuit (B) Staff training opportunities 	<ul style="list-style-type: none"> Print solution (D)* Help desk solution Schoology Integration (B)

I2T2 Project Map (FY23-FY25)

			<ul style="list-style-type: none"> Unified network (D) Intune transition Windows 11 transition 	<ul style="list-style-type: none"> Ed-Fi (D) Attendance Practice (E) I2T2 staff skill development
FY 25	#DL4A		<ul style="list-style-type: none"> 279Online (phase 5) (A)* Student Computer Labs (K-12) (B) Classroom sound systems (B) Classroom technology refresh (B) Classroom wireless connection (B) 	<ul style="list-style-type: none"> Grades K-2 device refresh (B)^ K-5 digital display standards (B) PreK technology standards (B)
	Cyber Security		<ul style="list-style-type: none"> Parent AD username/ password (D)* 	<ul style="list-style-type: none"> Student Passwords (D)* Security response plans (D)* MFA for SIS (other applications) (D)*
	Modernization		<ul style="list-style-type: none"> Office desktop refresh^ MTSS- Hoonuit (B) 	<ul style="list-style-type: none"> E-mail solution changes SWISS/Synergy/ Hoonuit (B) Staff training opportunities Unified network (D) Intune transition Windows 11 transition

* indicates items that are also on the district operational plan

^ indicates items that are standard work, but require additional work due to refresh cycle year

[School Name] 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>				
<p>Graduation</p> <p>All Students</p> <table border="1" data-bbox="289 370 483 435"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal					
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<p>Reading</p> <p>All Students</p> <table border="1" data-bbox="289 634 483 699"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal					
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<p>Math</p> <p>All Students</p> <table border="1" data-bbox="289 899 483 964"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal					
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<p>Student Management</p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal:</p>							

<p>Family Engagement</p> <p>Evidence of Need:</p>			
<p>Goal:</p>			

Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
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4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

2023-24 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>		
<p>Graduation</p> <p>All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal			
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2024-25 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>			
<p>Graduation</p> <p>All Students</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 10%; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="width: 40%; text-align: center;">Trans. Goal</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal		Trans. Goal			
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[School Name] 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>				
<p align="center">Reading</p> <p align="center">All Students</p> <table border="1" data-bbox="279 354 478 456"> <tr> <td align="center">Basic Goal</td> <td align="center">Trans. Goal</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal					
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<p>Reading</p> <p>All Students</p> <table border="1" data-bbox="136 276 420 381"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal			
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Vision Cards serve as critical data points toward the realization of the desired daily experience.

Vision Cards: An Act of Management

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



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

Definition Statement	Mindful Critical Question(s) (MCQs)
An optimal learning environment is free of physical, emotional, or psychological harm and allows scholars to risk exploring complex issues and express their views honestly. Scholars express their ideas and show up in their authentic identities without the threat of judgment or prejudice, in which their ideas and identities are valued.	<ul style="list-style-type: none"> How might we ensure implemented structures are done so with intentionality and heightened awareness of stakeholders' needs, interests, passions, and hopes? How might this research-based action promote informed risk towards meaningful educational pursuits?

Element	Indicators	1	2	3	4	5	2020	2021	2022	2022 Target
Process	A1. Positive Behavior Intervention & Support (PBIS) Implementation Review* Tiered Fidelity Inventory (TFI)	≤ 35 %***	36-44 %***	45-59 %***	60-69 %***	≥ 70 %***	52%	62%	56%	66%
Process	A2. Classroom Environment and Interpersonal Skills Review* From Teacher Appraisals Using Danielson Framework (Domain 2) and Management Exchange Appraisals - Interpersonal Skills (Domain 4)	≤ 59 %	60-69 %	70-79 %	80-89 %	≥ 90 %				
Process	A3. Climate Equity Review* from Equity Context Analysis (Items A1-A7) Equimetrics - Diversity, Equity & Inclusion scales Staff Stakeholder Survey - School Environment and Race & Culture scales	≤ 59 %	60-69 %	70-79 %	80-89 %	≥ 90 %				Baseline Year
Outcome	A4. Safety, Engagement, Bullying, Harassment & Teacher-Student Relationships** Questions from the School Section of the Minnesota Student Survey	≤ 59 %	60-69 %	70-79 %	80-89 %	≥ 90 %				
Outcome	A5. Belonging, Help & Trusting Adults** Scales from the Student Stakeholder Survey	≤ 59 %	60-69 %	70-79 %	80-89 %	≥ 90 %	73%	73%	NA	

* For these indicators, the metric will be the percent of items (e.g., rubric statements) that have reached benchmark levels or have improved since the baseline year for that indicator.

** For these indicators, the metric will be the percent of student groups reaching benchmark levels. Student groups will include race and service groups disaggregated by gender.

*** These metrics are included for illustration purposes only. Once indicators have been finalized, we will identify metrics that are reasonable and challenging.

Thought Partners

Family and Community Engagement Department, Department of Learning & Achievement, Department of Educational Equity, Student Services (Restorative Justice Coordinator, Social Workers), Health and Safety Department, Business Department for Fiscal Alignment, Established Community Partners

(B) Build and nurture a culture of achievement by providing content rich, rigorous and individualized pathways.

Definition Statement		Mindful Critical Question(s) (MCQs)								
A culture of excellence leverages instructional strategies that adapt to diverse learning styles. Educators provide supportive and aligned curriculums that prepare scholars for rigorous, yet responsive, independent learning throughout their academic pursuits through an asset-based lens.		<ul style="list-style-type: none"> How might we ensure we have engaged and considered multiple perspectives that are inclusive and representative of the interests of the community we serve? How will this course, program, or initiative provide the skills and knowledge necessary for each scholar to reach their goals for the future (and how do we know)? 								
Element	Indicators	1	2	3	4	5	2019	2020	2021	2022 Target
Process	B1. Instruction and Management Review* From Teacher Appraisals w/ Danielson Framework - Domain 1 & 3 and Management Exchange Appraisal - (Domain 3)	≤59%	60-69%	70-79%	80-89%	≥90%				
Process	B2. Instruction and Assessment Equity Review* From Equity Context Analysis- (Items E1-E6)	≤59%	60-69%	70-79%	80-89%	≥90%				Baseline Year
Process	B3. Dropout Prevention Reviews* based upon IS Dropout Prevention Practice Guide	≤59%	60-69%	70-79%	80-89%	≥90%				Baseline Year
Outcome	B4. Classroom Climate, Classroom Learning & Teaching** Student Stakeholder Survey Scales	≤59%	60-69%	70-79%	80-89%	≥90%				
Outcome	B5. Achievement Index** Each senior will have done two or more of the following: <ul style="list-style-type: none"> Earn at Least 12 Postsecondary Credits (1 semester) Complete an AP/IB/HP Course Enlist in the Armed Forces Earn an Industry Certification Complete an Internship, Apprenticeship, or Related Experience 400+ Hours Worked at a Job Developed and Can Clearly Articulate a Post Graduate Plan Go on a College Tour Complete a Financial Aid Application 	≤59%	60-69%	70-79%	80-89%	≥90%				
Outcome	B6. Graduation/Continuation Rate** Percent of Student Groups with 80% or More Students Graduating in Four Years or Continuing in High School with Special Education or Multilingual Services.**	≤59%	60-69%	70-79%	80-89%	≥90%		67%		

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Thought Partners

Department of Learning & Achievement, Multilingual Learner (EL) Team, Student Services Team, Career & College Readiness Coordinator

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

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

Method	Indicators	1	2	3	4	5	2019	2020	2021	2022 Target
Process	C1. Family and Community Engagement Rubric*	≤59%	60-69%	70-79%	80-89%	≥90%				Baseline Year
Process	C2. Professionalism Review* From Teacher appraisals using Danielson Framework (Domain 4) and Management Exchange Appraisals (Domain 5) Equimetrics - Cultural Competency & Communication scales	≤59%	60-69%	70-79%	80-89%	≥90%				
Process	C3. School to Family Communication** TalkingPoints Messages and Announcements Sent from Staff to Families	≤59%	60-69%	70-79%	80-89%	≥90%				
Outcome	C4. Family to School Communication** TalkingPoints Messages Sent by Families to School Staff	≤59%	60-69%	70-79%	80-89%	≥90%				
Outcome	C5. Communication, Help for Parents and Trust in the School District** Family Stakeholder Survey Scales	≤59%	60-69%	70-79%	80-89%	≥90%				

* For these indicators, the metric will be the percent of items (e.g., rubric statements) that have reached benchmark levels or have improved since the baseline year for that indicator.

** For these indicators, the metric will be the percent of student groups reaching benchmark levels. For C5, student groups will include race and service groups disaggregated by gender.

Thought Partners

Family and Community Engagement Team (FACE), Department of Learning & Achievement, Communications Department, Multilingual Learner (EL) Team, Student Services Department, Department of Educational Equity (DOEE), Front Office Staff (Greeters), Bilingual Assistants

(D) Create a system of operational innovation, excellence, accountability, and sustainability.

Definition Statement		Mindful Critical Question(s) (MCQs)								
Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.		<ul style="list-style-type: none"> How might we ensure systems and structures are implemented with fidelity and embrace our families, our communities, our scholars, and that provide a welcoming and engaging environment? How might this research-based action promote informed risk towards meaningful educational pursuits? How will we allocate resources in an equitable way? 								
Method	Indicators	1	2	3	4	5	2019	2020	2021	2022 Target
Process	D1. Academic Return on Investment study The Academic Return on Investment study occurs prior to the initiation of the Program Improvement Process in a particular content area during a curriculum adoption cycle. The study identifies the extent to which a current curriculum resource is making an impact, as measured by student achievement results, relative to the financial investment made, over time, to implement the resource.	≤ 59 %	60-69%	70-79%	80-89%	≥ 90%				
Process	D2. Equitable Resource Allocation Review* Based on Strategies for Equity-Focused Recovery & Redesign (from Education Resource Strategies)	≤ 59 %	60-69%	70-79%	80-89%	≥ 90%				
Outcome	D3. Student Developmental Skills & Supports** Analysis of Minnesota Student Survey Data by the Minnesota Youth Development Research Group (MYDRG) at the University of Minnesota	≤ 59 %	60-69%	70-79%	80-89%	≥ 90%				
Outcome	D4. Achieve Dreams, Lifelong Learning, Teaching, Learning & Trust in the School District** Scales from the: Student , and Family Stakeholder Surveys	≤ 59 %	60-69%	70-79%	80-89%	≥ 90%				

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Thought Partners
Collaborative Process, The Decision Making Framework, District Management, Multilingual Learner (EL) Team, Student Services Department, Department of Educational Equity (DOEE)

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

Definition Statement	Mindful Critical Question(s) (MCQs)
An organization committed to continuous improvement is deliberate in its ongoing effort to improve all elements of the organization by monitoring inputs, processes, and outcomes so that the outcomes of its members exceed expectations.	<ul style="list-style-type: none"> How might we implement a regular, consistent process used to evaluate our practices, policies, and people that prioritize scholar confidence, courage, and competence? How do our stated values align with improvement measures and resource allocation?

Method	Indicators	1	2	3	4	5	2019	2020	2021	2022 Target
Process	E1. Leadership and Continuous Improvement Review* From Equity Context Analysis (Items C1-8 & D1-11) Equimetrics - Leadership and Alignment scales	≤ 59 %	60-69%	70-79%	80-89%	≥ 90 %				Baseline Year
Process	E2. Staff Recruitment and Retention** Ensuring That Staff are Representative of Our Scholars' and Families' Identities	≤ 59 %	60-69%	70-79%	80-89%	≥ 90 %				
Process	E3. Strategic Leadership Review* Management Exchange Appraisals Domain 1	≤ 59 %	60-69%	70-79%	80-89%	≥ 90 %				
Outcome	E5. Achievement of State Standards (PK-11)** Percent of Student Groups with Most Students Meeting Grade-Level Standards, or Demonstrating Gap-Closing Progress or Growth.	≤ 59 %	60-69%	70-79%	80-89%	≥ 90 %				
Outcome	E6. Intervention Impact** Percent of Eligible Students Receiving an Intervention and the Average Effectiveness of Interventions.	≤ 59 %	60-69%	70-79%	80-89%	≥ 90 %				

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Thought Partners
System Leadership, Learning and Achievement, Multilingual Learner (EL) Team, Student Services Department, Department of Educational Equity (DOEE)

OSSEO AREA SCHOOLS

ISD  279

Osseo Area Schools 1 Yr Board Calendar *REVISED DRAFT*

Revised August 16, 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 2022 Agenda/Calendar						
	July	August	September	October	November	December
District Policy		<ul style="list-style-type: none"> ● Policy Committee: 500 Series Policies Review Completion 		<ul style="list-style-type: none"> ● Policy Committee Meeting 		<ul style="list-style-type: none"> ● Policy Committee Meeting
Operational Oversight	<p>Regular Meeting:</p> <ul style="list-style-type: none"> ● 10-Year LTFM Plan (RM/AR) RM ● Strategic Plan/Roadmap Update (RM) - CM/BB ● LTFM Professional Contracts (RM/CA) - RM ● Contract Ratification (AR) - LA ● Negotiations Strategy meeting:- (SM/Closed session) LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● District 3 Yr Operational Plan (WS) <p>Special Meeting</p> <ul style="list-style-type: none"> ● Resolution calling special election (referendum) (action item) <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent's Report - CM ● Non-public contracts for Student Services (RM/CA) ● LTFM Bond Approval (RM) ● Non-public contracts for Student Services (RM/CA) ● Negotiations Strategy Meeting (SM/closed session) - LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● Brushfire Survey Results (Morris Leatherman) (WS) <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Introduction of Student Board Representatives - AJ ● Superintendent's Report - CM ● Preliminary Levy (RM/AR) JM ● Preliminary FY 2022 Financial Report; JM ● General liability insurance renewal (RM/CA) ● Contract ratifications (RM/AR) – LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● Monitoring Report: Strategic Direction E Initiatives - Supt/Cabinet ● BBF Phase II Study Group Final Report - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent's Report - CM ● Monitoring Report: Strategic Direction E Initiatives - Supt/Cabinet ● Contract ratifications (RM/AR) – LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA ● Lobbyist Contract Approval (RM/CA) 	<p>Special Meeting: (prior to work session): Election Canvassing</p> <p>Work Session:</p> <ul style="list-style-type: none"> ● World's Best WorkForce Results (WS) - BB/RG/TW ● LRF Budget Parameters (WS) - JM ● LTFM Update (WS) - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent's Report - CM ● FY21 Financial Audit Results Presentation by MMKR - JM ● Building a Better Future referendum results and communication plan summary ● Contract ratifications (RM/AR) – LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● Legislative Platform (WS) - JM ● Monitoring Report: Strategic Direction D Initiatives - Supt/Cabinet ● Enrollment Update (WS) - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Retiree Recognition ● Superintendent's Report - CM ● Monitoring Report: Strategic Direction D Initiatives - Supt/Cabinet ● Building a Better Future Phase II Recommendations ● LTFM Bid Awards – (RM/CA) ● Legislative Platform (WS/RM/AR) - JM ● Final Levy/Truth in Taxation - (AR/RM) - JM ● Contract ratifications (RM/AR) – LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA

<p>Board Gov./ Self Gov.</p>		<p>Work Session:</p> <ul style="list-style-type: none"> ● Standing item: Board calendar review (15 min) 	<ul style="list-style-type: none"> ● Work Session: use consistent heading format; the rest are bold ● Standing item: Board calendar review (15 ??) ● Board PD Session TBD 	<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>Sup Relations</p>	<ul style="list-style-type: none"> ● Sup Eval - WS (SM, closed) ● Statement on Sup Evaluation (RM) 					
<p>Public Engagemen t</p>		<ul style="list-style-type: none"> ● Community Informational Meeting on Safety and Risk Management 	<ul style="list-style-type: none"> ● Community Informational Meeting on Referendum ● Listening Session 	<ul style="list-style-type: none"> ● Community Informational Meeting on Referendum 		

Osseo Area Schools						
DRAFT Proposed Board of Education January-June 2023 Agenda/Calendar						
	January	February	March	April	May	June
District Policy			<ul style="list-style-type: none"> ● Policy Committee Meeting 			<ul style="list-style-type: none"> ● Policy Committee Meeting (
Operational Oversight	<p>Work Session:</p> <ul style="list-style-type: none"> ● Building a Better Future Phase II Recommendations - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent’s Report - CM ● LTFM Bid Awards (RM/CA) ● Property Insurance (RM/CA) - JM ● Contract ratifications (RM/AR) - LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● Monitoring Report: Strategic Direction C Initiatives - Supt/Cabinet ● Monitoring Report: LRF Budget Update (WS) - JM ● Concurrence with AIPEC/AI Budget Review (WS) ● Building a Better Future next steps <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent’s Report - CM ● Monitoring Report: Strategic Direction C Initiatives - Supt/Cabinet ● FY 2023 Mid-Year Budget Update (WS & RM) -JM ● LTFM Awards (RM/CA) -JM ● FY2024 Capital Budget Approval (RM/AR) - JM ● Contract ratifications (RM/AR) - LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● Brooklyn Bridge Alliance Update (WS) - CM ● District Communication Plan Update (WS) - KV ● Building a Better Future proposed resolution - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent’s Report - CM ● Building a Better Future proposed resolution - JM ● Three-year Capital Lease (RM/CA) ● LTFM Awards (RM/CA) -JM ● Contract ratifications (RM/AR) - LA ● Negotiations Strategy Meeting (SM/closed session) LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● Monitoring Report: Strategic Direction B Initiatives - Supt/Cabinet <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent’s Report - CM ● Monitoring Report: Strategic Direction B Initiatives - Supt/Cabinet ● Insurance renewals (RM/AR)-JM ● Radon Testing Memo (RM/CA) ● ECMAC Report/Recommendations - JM ● LTFM Awards (RM/CA) -JM ● Contract ratifications (RM/AR) - LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● George Floyd Resolution Update (WS) - BB ● RISE Committee Update - CM/BB <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Retiree recognition ● Superintendent’s Report - CM ● Recognition of Student School Board Representatives - Board Members ● District Planning Advisory Council (DPAC) Recs (RM/IO) - BB/RG ● Districtwide Communication Plan update ● Contract ratifications (AR) - LA ● Termination of probationary teachers (RM/CA) ● Policy Revisions - TP ● Negotiations Strategy Meeting (SM/closed session) - LC/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> ● 2022-23 Preliminary Budget (WS) - JM ● Monitoring Report: Strategic Direction A Initiatives - Supt/Cabinet <p>Regular Meeting:</p> <ul style="list-style-type: none"> ● Superintendent’s Report - CM ● Monitoring Report: Strategic Direction A Initiatives - Supt/Cabinet ● Legislative Update (WS/IO) - JM ● 2022-23 Budget (RM/AR) - JM ● 10-Year LTFM Plan (RM/AR) - JM ● Contract ratifications - LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA
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) ● Board PD Session TBD 	<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 Session TBD <p>Work Session:</p> <ul style="list-style-type: none"> ● Standing item: Board calendar review (15 min) 					
Supt Relations						
Public Engagement						

SUPERINTENDENT JULY-DEC 2022 CALENDAR

IMPLEMENTATION PLANNING WITH ADMIN TEAMS & SCHOOL BOARD

DETAILS		Q1: SUMMER 2022												Q2: FALL 2022														
WHO/WHAT	Dates represent the first Monday of each week -->	JULY				AUG				SEPT				OCT				NOV				DEC						
		4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26	
Cabinet	- Operational Plan Updates (Wednesdays)			OP									OP												OP			
	- Strategy Mtgs (Wednesdays)								SM									SM				SM						
	- Prof Development		PD																	PD								
School Board	- Monitoring Reports (Implementation Updates)														E		E								D	D		
	- Monitoring Reports (Data/VisionCards)														E										D			
	- Prof Devel, Special Mtg., Listening Session or Org Mtg				PD: exp MidY review				SM			LS			PD: Comm						SM							
	- Regular Mtg (Tuesdays)												RM: ReadyforSY Report								RM			RM			RM	
	- Work Session (Tuesdays)								WS: Op Plan Overview				WS: StartofYr Report								WS: Preview Ann Report			WS			WS	
Learning Leaders (Supt Meetings)	- Operational Plan Updates (Thursdays)																										OP	
	- Prof Development (Thursdays)																											
	- Other (SY Start, Ref)												StartofYear/Ref														RR	
Systems Leaders	- Operational Plan Reports				OP																							
	- Prof Development																											
	- Other (EOY Wrap Up)																											
Departments	- Department Plan Updates to Cabinet Lead																										DU	
	- Other																											
	- Other																											
Schools (SIPS)	- School Imp Plans																											Drafts Sub
	- Other																											SIP feedback/support
	- Other																											
Community	- State of the District																											Launch
	- Referendum																											ED
	- Other																											

SUPERINTENDENT JAN-JUNE 2023 CALENDAR

DETAILS		Q3: WINTER 2023												Q4: SPRING 2023													
		JAN				FEB				MARCH				APRIL				MAY				JUNE					
WHO/WHAT		2	9	16	23	30	6	13	20	27	6	13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26
Cabinet	- Operational Plan Updates (Wednesdays)											OP															
	- Strategy Mtgs (Wednesdays)			SM				SM									SM					SM					
	- Prof Development							PD									PD										
School Board	- Monitoring Reports (Implementation Updates)						C		C							B	B					A		A			
	- Monitoring Reports (Data/VisionCards)						C									B						A					
	- Prof Devel, Special Mtg., Listening Session or Org Mtg	OM				PD:Board&Cabinet								PD:Trust Bldg													
	- Regular Mtg (Tuesdays)			RM				RM			RM					RM				RM				RM			
	- Work Session (Tuesdays)	WS: Review exp.					WS				WS				WS				WS			WS					
Learning Leaders (Supt Meetings)	- Operational Plan Updates (Thursdays)			OP																							
	- Prof Development (Thursdays)			PD													PD										
	- Other (SY Start, Ref)																										
Systems Leaders	- Operational Plan Reports																										
	- Prof Development																										
	- Other (EOY Wrap Up)																							EOY			
Departments	- Department Plan Updates to Cabinet Lead								DU																		
	- Other																										
	- Other																										
Schools (SIPS)	- School Imp Plans	SIP Review/Refine				Staffing Allocations				Budget Alignment																	
	- Other																										
	- Other																										
Community	- State of the District																										
	- Referendum																										
	- Other																										