

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, September 12, 2023 6:00 PM
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Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

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

Agenda Items

1. 6:00 p.m. Welcome and purpose
Tanya Simons, Board Vice Chair
2. 6:00 p.m. Check in
Dr. Kim Hiel, Superintendent
3. 6:05-6:55 p.m. Center for Applied Research and Educational Improvement (CAREI) 3
District Audit Findings
Bess Casey Wilke, M.Ed., Research Associate at CAREI and Robert Richardson, Ph.D., Associate Director of CAREI
4. 6:55-7:40 p.m. Legislative Updates: Policy Implications 81
Amy Moore, General Counsel
5. 7:40-8:30 p.m. Instructional Materials Selection 96
Robin Gunsolus, Director of Learning and Achievement and Andi Bodeau, Coordinator of Digital Learning & Instructional Media
6. 8:30-9:00 p.m. School Board Committees (re-assess assignments, adjust schedules) 118
Jackie Mosqueda-Jones, Board Chair and Tanya Simons, Board Vice Chair
7. 9:00 p.m. Adjournment
Tanya Simons, Board Vice Chair

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download School Board meeting notices and regular meeting agendas and materials from the district website www.district279.org, under "Info Center > School Board."



Center for
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OSSEO AREA SCHOOLS

ISD  279

Special Education & Health Services Evaluation & Review Osseo Public Schools August 9, 2023



Introductions



Dr. Rob Richardson
CAREI Associate Director



Dr. Bess Wilke
CAREI Research Associate

About CAREI



The Center for Applied Research and Educational Improvement (CAREI):

- One of two cross-disciplinary research units in the College of Education and Human Development, University of Minnesota-Twin Cities
- For more than 30 years, we have served as the link between research and practice in Minnesota schools, PreK-16, and other agencies interested in applied educational research.
- We are experts in research, evaluation, literacy, and assessment with a wealth of diverse and interrelated experience.
- Our vision is to become the premier hub for making research accessible and actionable to ensure equitable outcomes.

About CAREI

A collage of three classroom scenes. The left scene shows a group of diverse young children in a classroom, many with their hands raised in excitement. The middle scene is a close-up of a young girl with curly hair, looking directly at the camera with a slight smile. The right scene shows a classroom with a teacher at the front and several students with their hands raised. A chalkboard with math problems and a map of Europe are visible in the background.

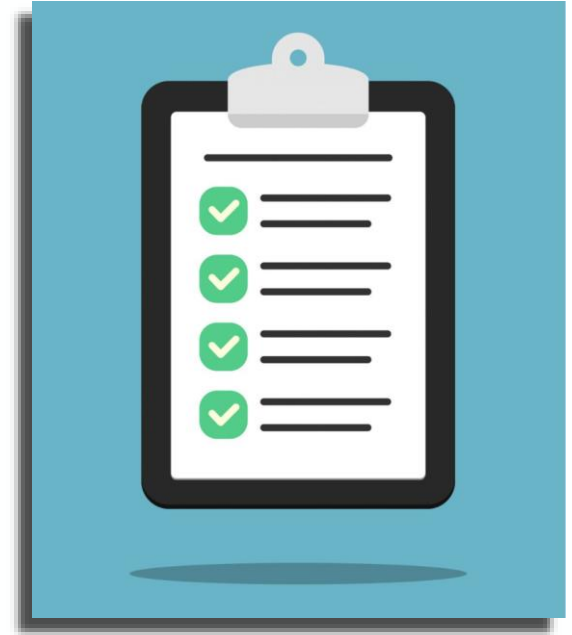
Improving Outcomes For All Learners

visit carei.umn.edu to learn more

Today's Goals

Review evaluation questions

- **Reflect upon key findings and recommendations** from CAREI's studies
- **Review next steps** in refining and strengthening services



DMG Evaluation Results (2021-2022)

Strengths

- Staff stated there are high levels of collaboration between Student Services Department and other district departments.
- Staff appreciate their colleagues and feel they are all committed to helping students
- District has put great effort into social, emotional and behavioral instruction
- Staff feel very support by Special Education Building Coordinators



DMG Evaluation Results (2021-2022)

Recommendations

- Codify intervention time district-wide by modifying schedules
- Clarify and modify roles and responsibilities, especially for special education teachers
- Improve communication district-wide and provide professional development for special education teachers



CAREI Evaluation of Osseo Public Schools



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Theory of Action



Evaluation Questions

Student Outcomes

1. What are the academic, behavior and social/emotional outcomes for students receiving and not receiving special education services?
2. What opportunities are there to improve social, emotional, and behavioral outcomes for students with disabilities?

Educator Actions

1. What high-leverage practices should be promoted in professional learning and coaching for general and special educators that will increase the probability of positive outcomes for students with IEPs?
2. What additional opportunities are there for Osseo School District special educators to work more efficiently and effectively (beyond DMG recommendations), so that they can most effectively engage with students?

Educator Support

1. What collaborative infrastructures are in place and needed to allow for effective communication between administrators, teachers, educational support staff, families and students?
2. What supports are needed or available to assist educators with accurate, data-informed decisions?

Evaluation Questions

Health Services

1. Is programming in the area of health services consistent with research?
2. How effective and efficient is the current special education health services model including staffing?
3. How effective and efficient is the 3rd party billing system?
4. How satisfied are health service providers with the support they receive and the services they provide to students?
5. What are the academic outcomes for students with health-related disabilities?

Data Sources

Group Interviews

- With teachers, ESPs, and administration teams



Surveys

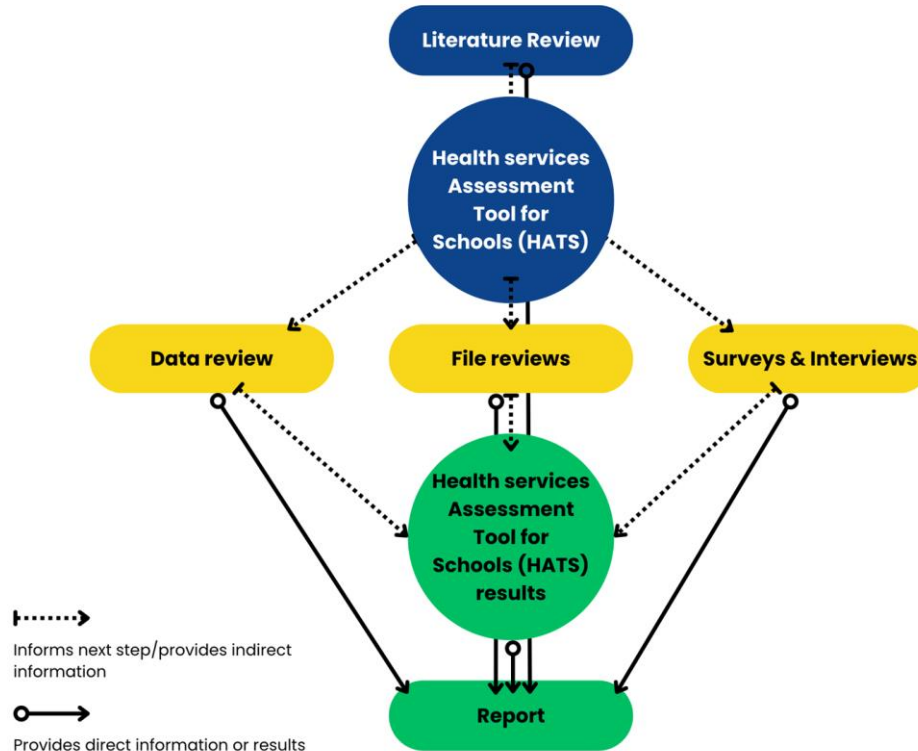
- Staff, family, and students



Extant Data

- Student Achievement, Behavior/Engagement, Special Education, Staffing
- Documentation of district initiatives and practices

Review Components



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Findings & Recommendations: Student Services & Health Services

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Findings

Student Services & Health Services

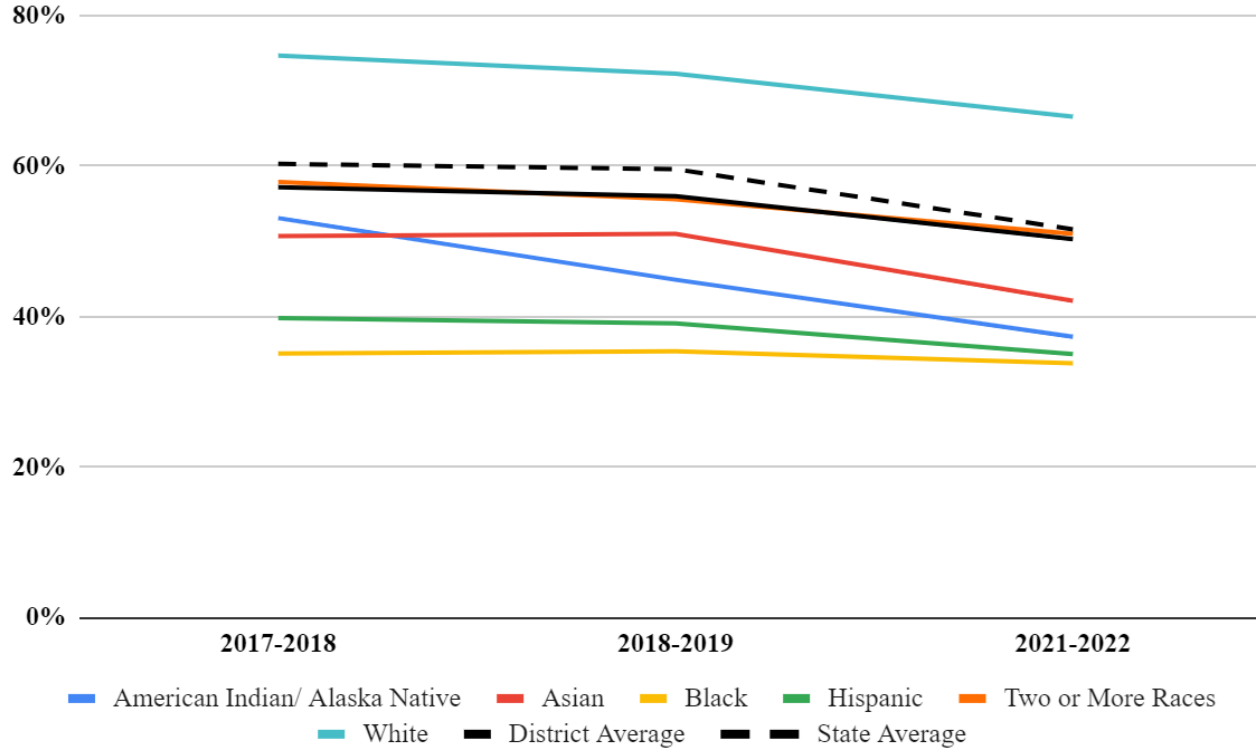
Key Findings

Student Outcomes: *Student Services*

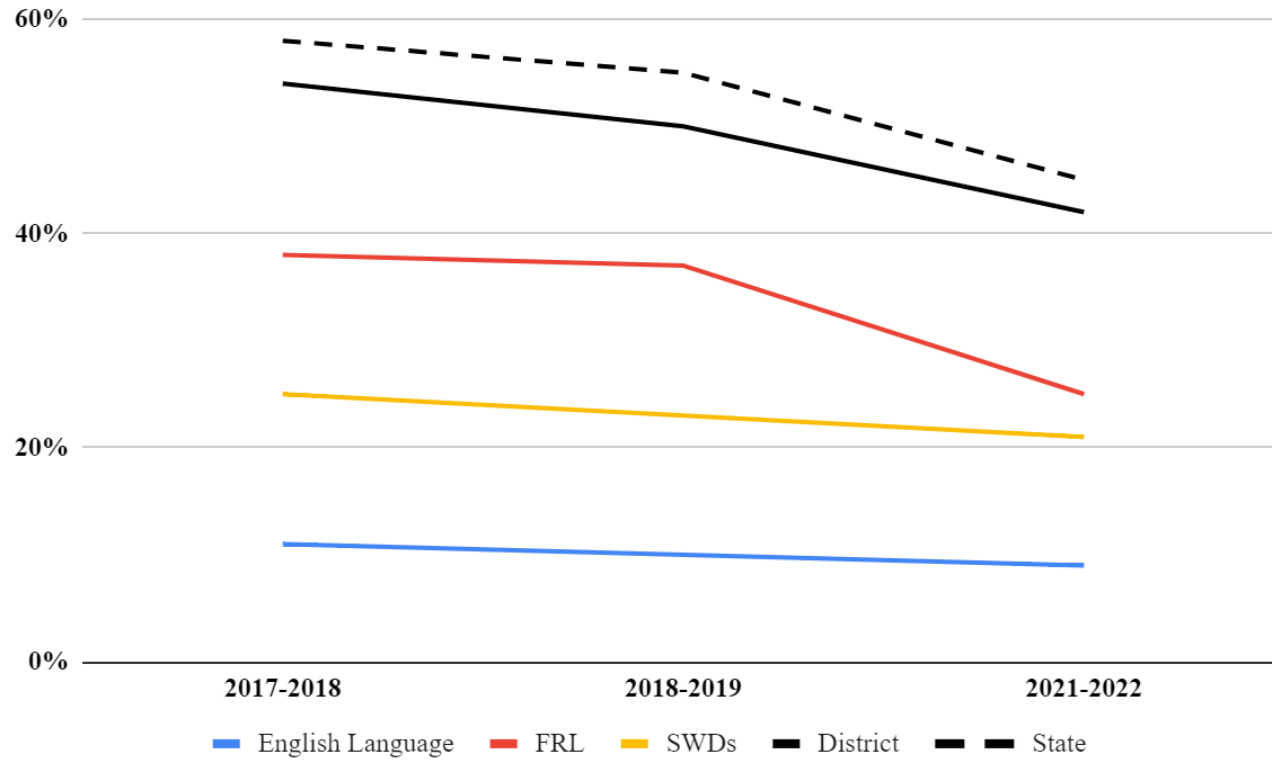
- **MCA scores are close to state averages**
- **Around 40% of all students are not meeting reading and math benchmarks**



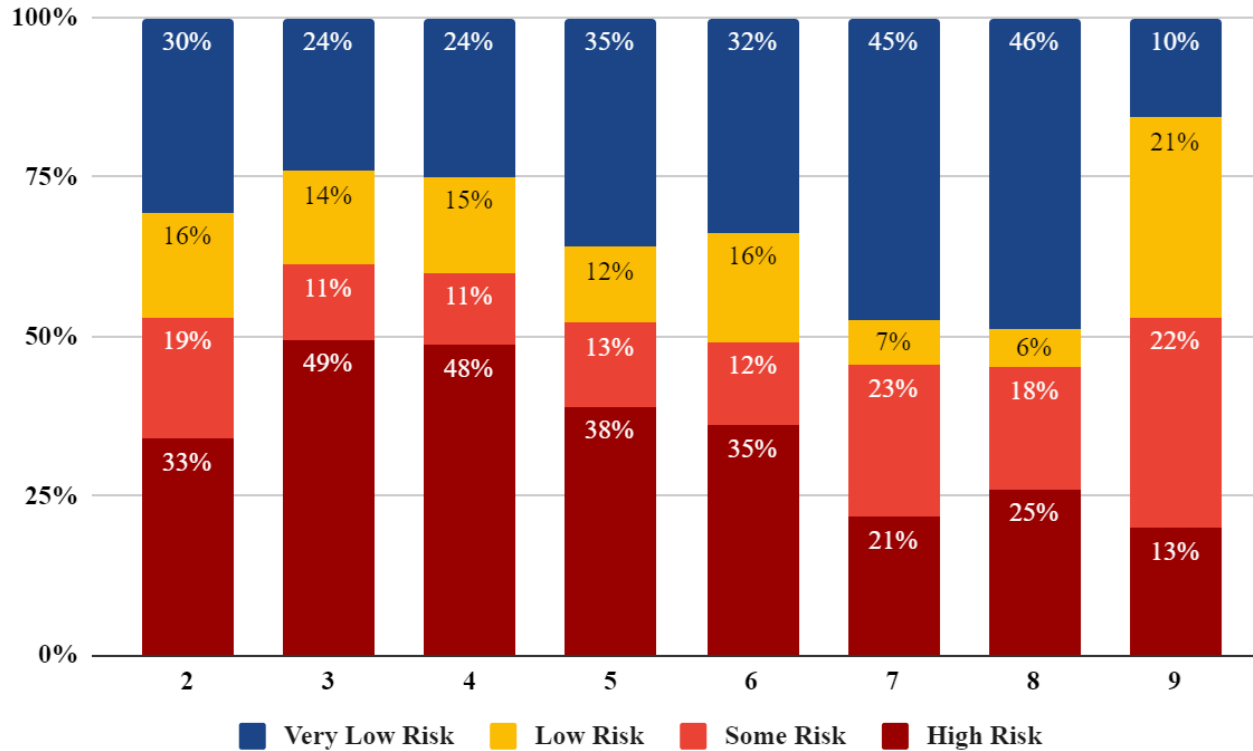
MCA Proficiency - Math



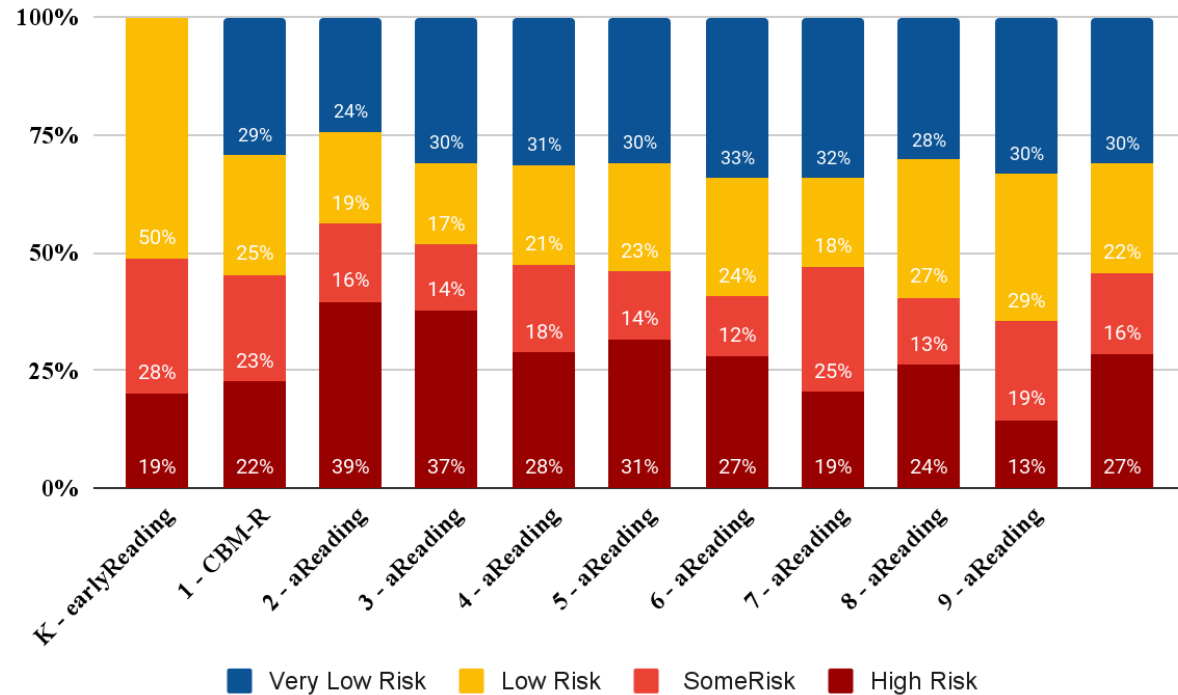
MCA Proficiency - Reading



Fastbridge aMath



Fastbridge - Reading



Key Findings

Student Outcomes: *Student Services*

- **Discrepancy in academic achievement and behavioral outcomes between SWDs and their peers and between racial groups**
- **OPS uses PBIS and evidence-based SEB curriculum, however, staff would value clear guidelines and consistent implementation**

ATS & OSS Rates

Table 10

District-wide Demographics for ATS and OSS for Grades 7-12 for the 2021-2022 school year

	ATS <i>n</i> (percent)	OSS <i>n</i> (percent)	Percent of OSS Population
Total	1512	1021	
American Indian or Alaskan Native	68 (4%)	59 (6%)	2.3%
Asian	61 (4%)	36 (4%)	15.9%
Black or African American	916 (61%)	645 (63%)	26.9%
Native Hawaiian or Other Pacific Islander	3 (0%)	3 (0%)	0%
White	242 (16%)	103 (10%)	38.3%
Two or More Races	128 (8%)	112 (11%)	6.8%
Hispanic/Latino	94 (6%)	63 (6%)	9.7%
SPED Status	379 (25%)	353 (35%)	14.7%
Non-SPED Status	1,133 (75%)	667 (65%)	85.3%

Note. Percentages represent the percentage of the total number of ATS or OSS for the 2022 school year.

Key Findings

Student Outcomes: *Health Services*

- **Unclear for students with health services on their IEPs: *Which services considered medical services, or that any transition services, if provided, include health services.***
- **All health services not documented on IEPs, 504 plans, health plans, or emergency plans: *Issues for tracking student outcomes and for district billing and compliance.***



Key Findings

Provider/Educator Actions: *Student Services*

- **IEPs are well written**
- **Evidence-based curriculum has been adopted**
- **Staff stated there is a need to improve intensive instruction, increase high leverage practices, and be able to implement IEPs to the full extent. They would like more professional development and coaching to improve their practices and increase knowledge.**



IEP Review (Continuous Improvement Monitoring Process)

	Overall (n=30)
Review of IEPs	
PLEP: Strengths	3.5
PLEP: Measurable	3.1
PLEP: Needs	3.6
PLEP: Peer Comparison	2.9
PLEP: LRE	3.6
GOAL: Related to PLEP	3.6
GOAL: Meaningful	3.7
GOAL: High Expectations/Realistic	3.4
GOAL: Time Frame, Conditions, Behavior, Criteria	3.2
GOAL: Evaluation Procedures	2.7
GOAL: Objectives Related to Goal	3.5

TRANSITION: All Domains Addressed	3
TRANSITION: Measurable Goals	2.75
TRANSITION: Courses of Study	3.9
TRANSITION: Interagency Services	3.45
OVERALL QUALITY: Progress Reporting	3.9
OVERALL QUALITY: PLEP in Key Areas	2.9
OVERALL QUALITY: Grammar, Spelling, Readability	3.7
OVERALL QUALITY: Link Between Goals and Services	3.6
Average	3.4

Staff Survey

	Student Services	GenEd Teachers	SpEd Teachers	Admin & Coaches
In general, I believe that the academic instruction and support provided at my school is evidence-based.	3.27	3.17	3.07	3.07
In general, I believe that the behavioral instruction and support provided at my school is evidence-based.	2.74	2.68	2.70	3.11
Students without IEPs who struggle academically have adequate interventions and supports to meet their needs.	2.54	2.60	2.56	3.48
Students without IEPs who struggle behaviorally have adequate interventions and supports to meet their needs.	2.35	2.21	2.18	2.78
Students with IEPs who struggle academically have adequate interventions and supports to meet their needs.	2.98	2.61	2.73	2.57
Students with IEPs who struggle behaviorally have adequate interventions and supports to meet their needs.	2.59	2.36	2.41	2.68

Staff indicated the academic and behavioral instruction is in need of support (<3.0)



Key Findings

Provider/Educator Actions: *Health Services*

- **Staff (i.e., special education teachers, ESPs, and nurses) overworked, feel undervalued, and do not have the resources necessary to do their work**



Quotes from Staff

- “I have seen the change in students, the increase of expectations and the increase of caseload sizes and needs along with the burnout of staff. I also have seen that the new teachers and staff are requiring more support to complete basic parts of their jobs. I have felt supported by individual people in my career but I feel a lack of a systematic plan or support.” -Special Education Building Coordinator
- “We are such a huge district and I am in a huge building, and I think it's easy to assume staff has the same knowledge or skill set on a topic, when in fact, they often don't. I also think (as much as possible) consistency within the building AND within the district is important, but it is challenging due to size.” -Specialist/Elective Teacher
- “I would like to see us become a system of schools instead of individual sites; together, I think there is more power, more drive, and human resources...everything [could be] moving forward if we could work more as a system.”



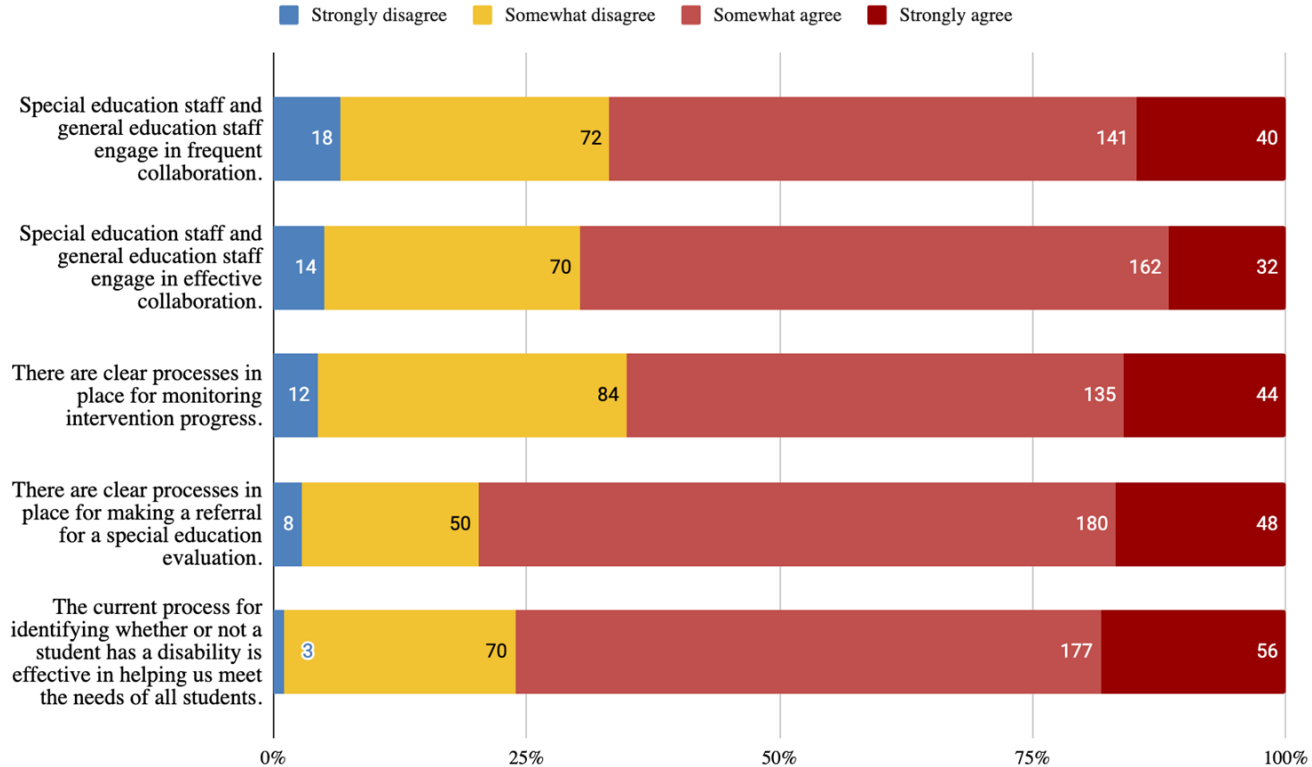
Key Findings

Provider/Educator Support: *Student Services*

- **OPS uses Fastbridge to track progress (3x/year) and staff have received PD on the data system for DBDM**
- **Staff requested more time for collaboration and review of student data lack time to consistently collaborate and review data**
- **Staff needs clear guidelines and PD for intensive interventions.**



Collaboration & Procedures (SpEd)



Staff Quotes

“Pre-referral interventions are not delivered consistently, lack of structure [for collaboration] makes it so teams really struggle with data collection and use”

“We are not on a regularly scheduled basis monitoring goals and objectives beyond the three times a year IEP reports”

“We have a Tier I problem; we need to remember that students on IEPs are GenEd students first; we cannot rely on Special Education for everything a student may need”



Key Findings

Provider/Educator Support: *Health Services*

- **The professional, personal care provided by the nurses is acknowledged and appreciated by administrators, board members, colleagues, and parents**
- **Staff, including nurses, do not have time to complete mandatory paperwork (e.g. due process, health**

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Recommendations: **Special Education, Health Services, & Overall**

Recommendations

Special Education Services

- **Improve fidelity of progress monitoring**
- **Define roles and responsibilities, this includes collaboration/teaming, identifying when and how to progress monitor, entry and exit criteria for interventions, roles for SpEd teachers vs ESP**
- **[Integrated Systems Framework](#)**
- **Examine transition planning and prioritize steps to improve system**



Recommendations

Health Services

- **A multi-year improvement plan specific to health services that is integrated with the district's plans for continuous improvement**
- **Immediate correction of health services issues that may result in noncompliance with the IDEA.**
- **Immediate, adequate documentation of all health services.**



Recommendations

- **Districtwide MTSS infrastructure and process guide that provides vision and direction for all OPS students by way of tiered system of supports**
- **Revamp schedule to support:**
 - **Universal academic/behavioral needs of ALL students**
 - **Tier 2&3 academic/behavioral needs for targeted students**



Recommendations

- **Districtwide data system with supports to ensure common DBDM is practiced by all staff for all students**
- **Team structures at district and building levels with team meetings to systematically focus on needs of students using data**
- **Ensure that highest qualified/trained staff are supporting students with greatest academic and behavioral needs.**



Recommendations

- **Commitment to racial equity that is translated into practice throughout the district to support students, families and staff.**

“Schools are not supported equitably, and it reflects systemic racism. For example, I understand disproportionality, I’m black, and I care about overrepresentation of Black kids in Special Education. So, when my team says a kid needs to be assessed for special education, we have done the work. But, often, our kids don’t get the support that we know they need because we have an issue with disproportionality across the district”

“It sure seems like schools and parents on the other side of town [west] get what they need because the Board listens to them more.”

40



Next Steps

District & Building Teams

- **CAREI, Ms. Buerskin and special education leadership team collaborate on special education recommendations & next steps**
- **MTSS Steering Team & CAREI team create MTSS Handbook and implement first steps of action plan (in conjunction with MDE)**
- **Building level teams identified to support consistent changes throughout the district.**

Questions?





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Special Education Opportunity Review

Final Findings & Recommendations

Board Presentation

May 10, 2022



Agenda

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

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3	Staffing Benchmark
4	Commendations
5	Opportunities for Consideration
6	Next Steps

DMGroup Team



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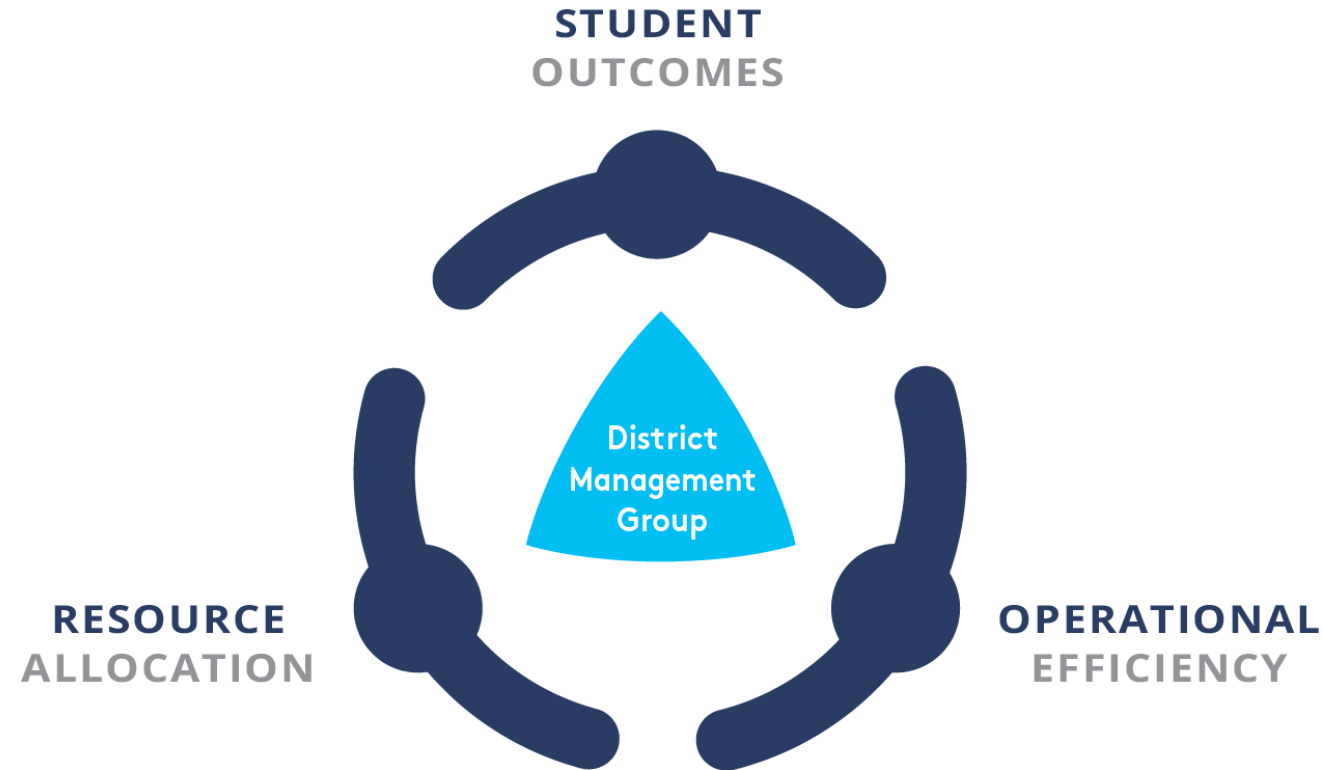
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Our mission is to achieve systemic improvement in public education by combining management techniques and education best practices.



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

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

All Sizes of Districts



1,700 students
Rural



5,000
Suburban



6,800
Suburban



10,600
Gateway



55,000
Urban



100,000
Urban

Nationwide Experience



California



Minnesota



Texas



South Dakota



Maryland



Illinois

All Types of Districts



Selected DMGroup Partner Districts⁴⁹

DMGroup Offerings

DM Learning



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

DM Solutions



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

DM Consulting



Customized management consulting support across a variety of practice areas.

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

Proposed Project Goals

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

Below is an overview of our work together.

Project Overview



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

Methodology



Data Analysis

of student achievement data and other key data sources

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



Interviews

with district leaders & key stakeholders

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



Focus Groups

with district staff & community members

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



Surveys

with general education and special education teachers

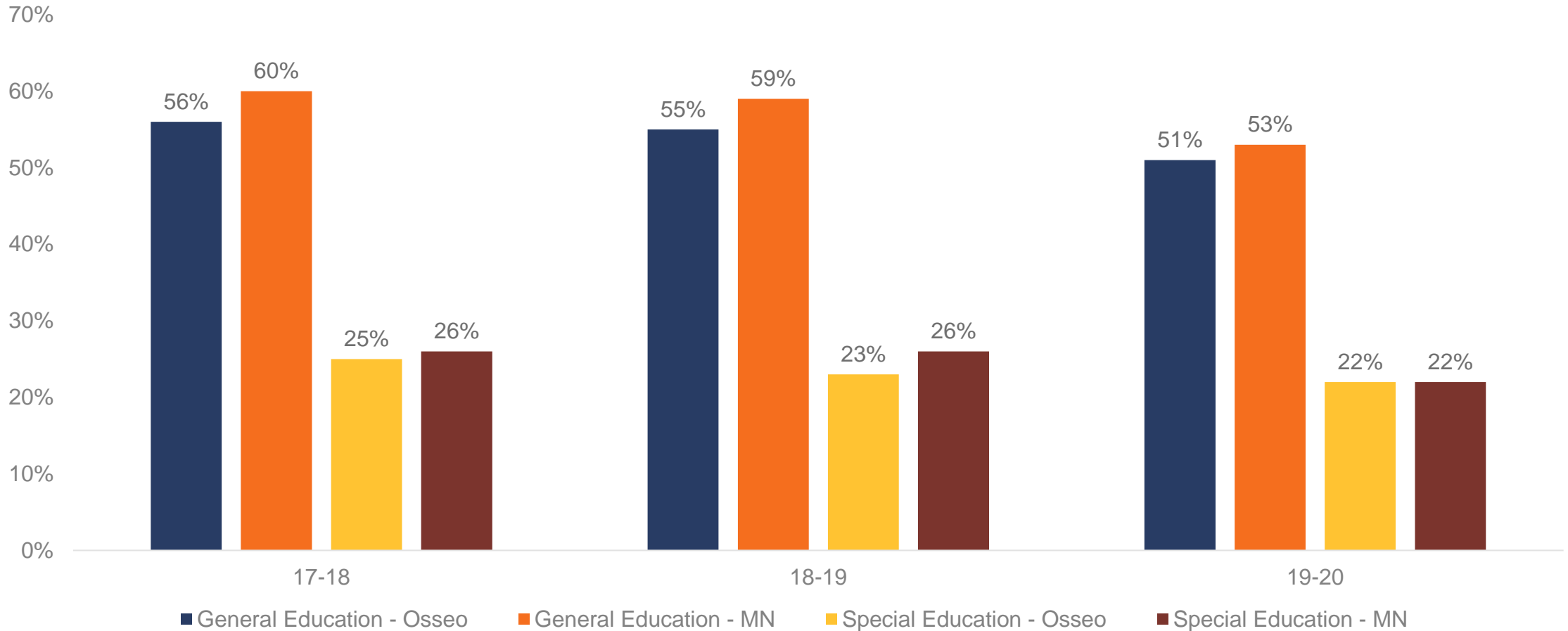
- DMGroup conducted surveys to measure teacher perceptions and gather information on the curricula and curricular supports teachers are using across the district.
- 50 resource teachers participated in the survey
 - 76 general education teachers participated in the survey

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

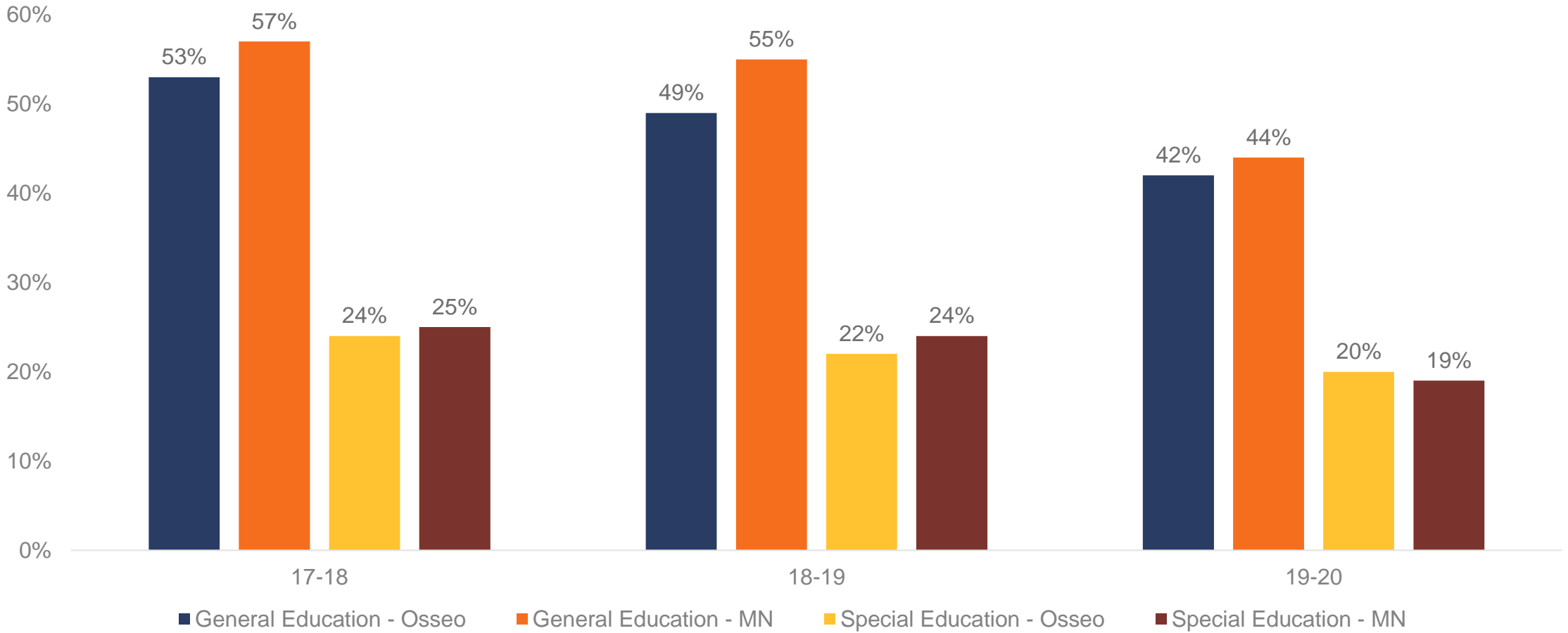
Percentage of Students Achieving 'Meets Expectations' or Above on the MCA for ELA; Grades 3-11



Source: Minnesota Report Card

The same is true of students' performance in Math.

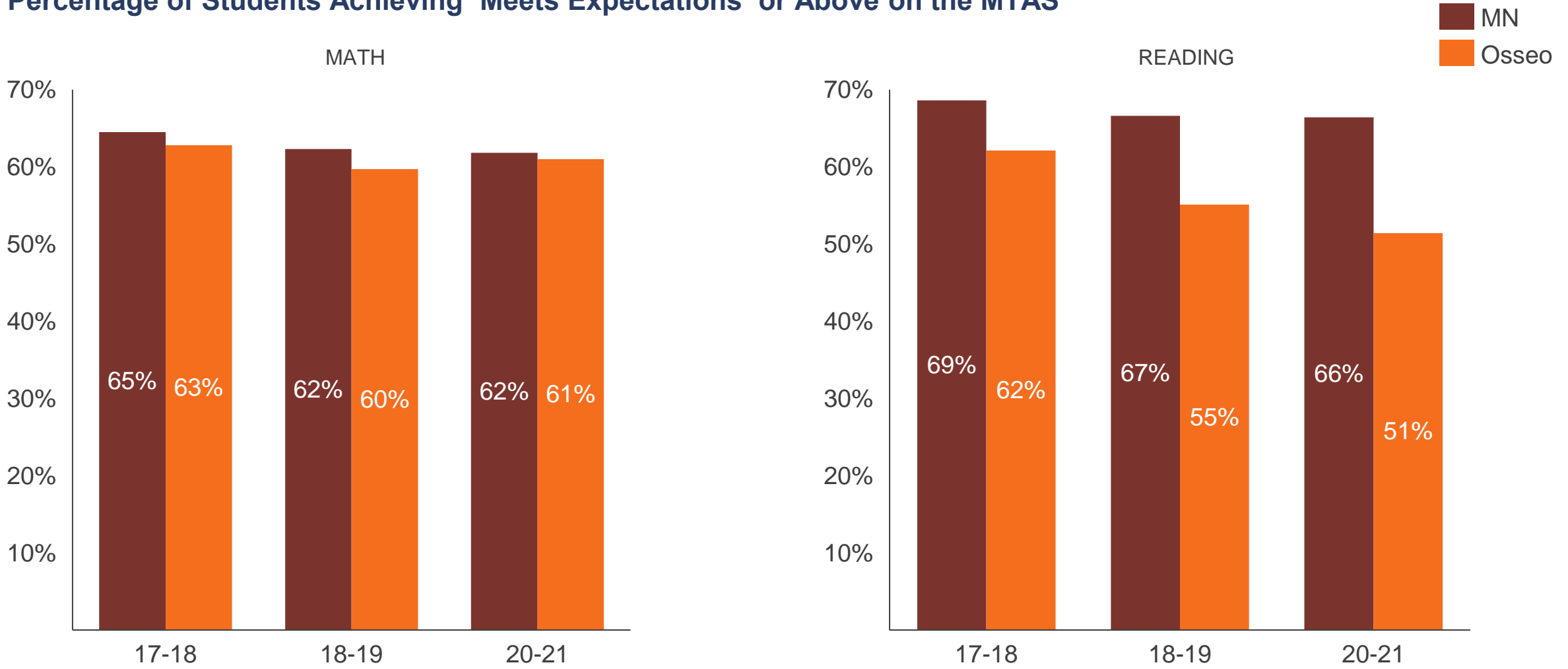
Percentage of Students Achieving 'Meets Expectations' or Above on the MCA for Math; Grades 3-11



Source: Minnesota Report Card

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

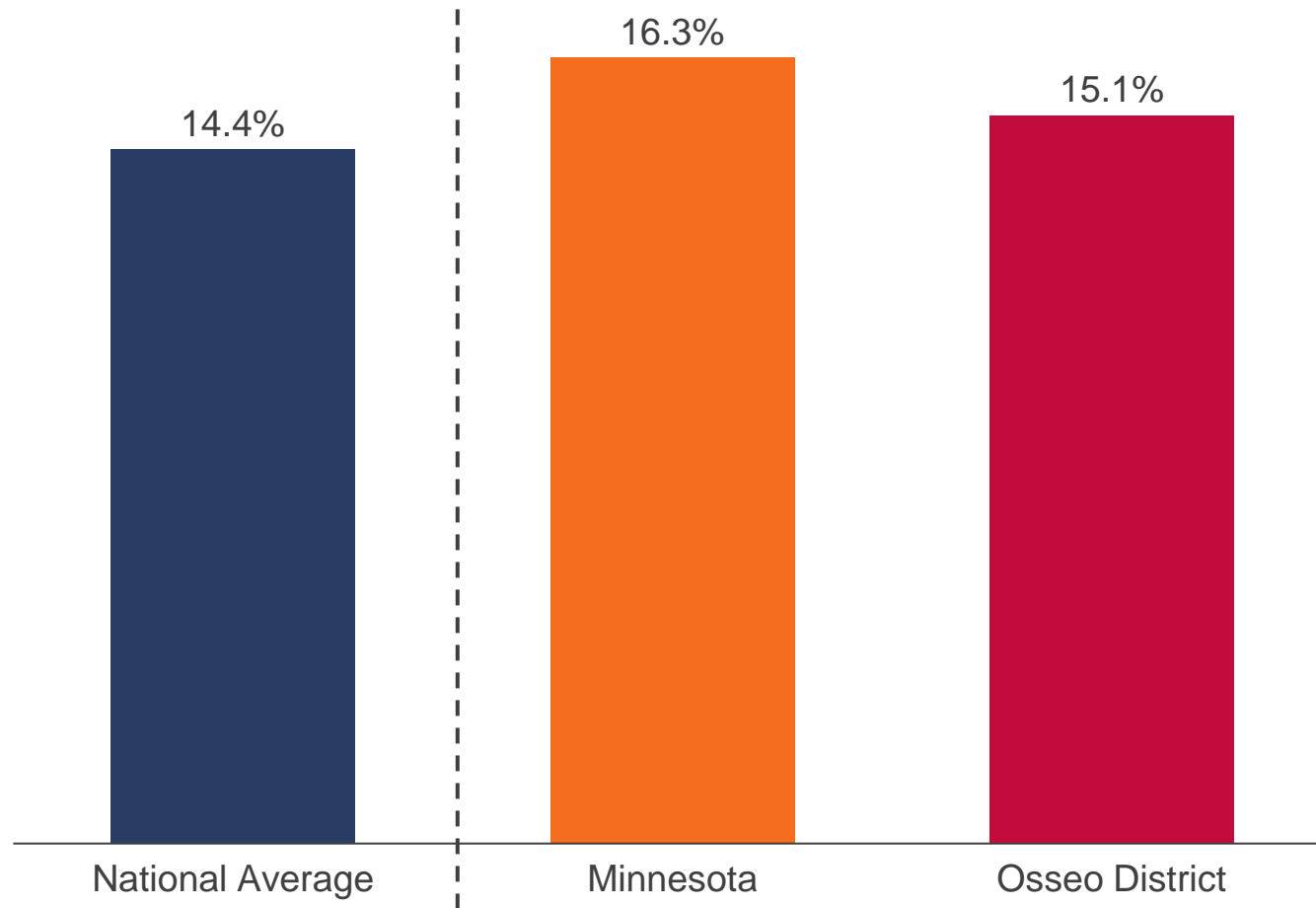
Percentage of Students Achieving 'Meets Expectations' or Above on the MTAS



Source: Minnesota Report Card

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

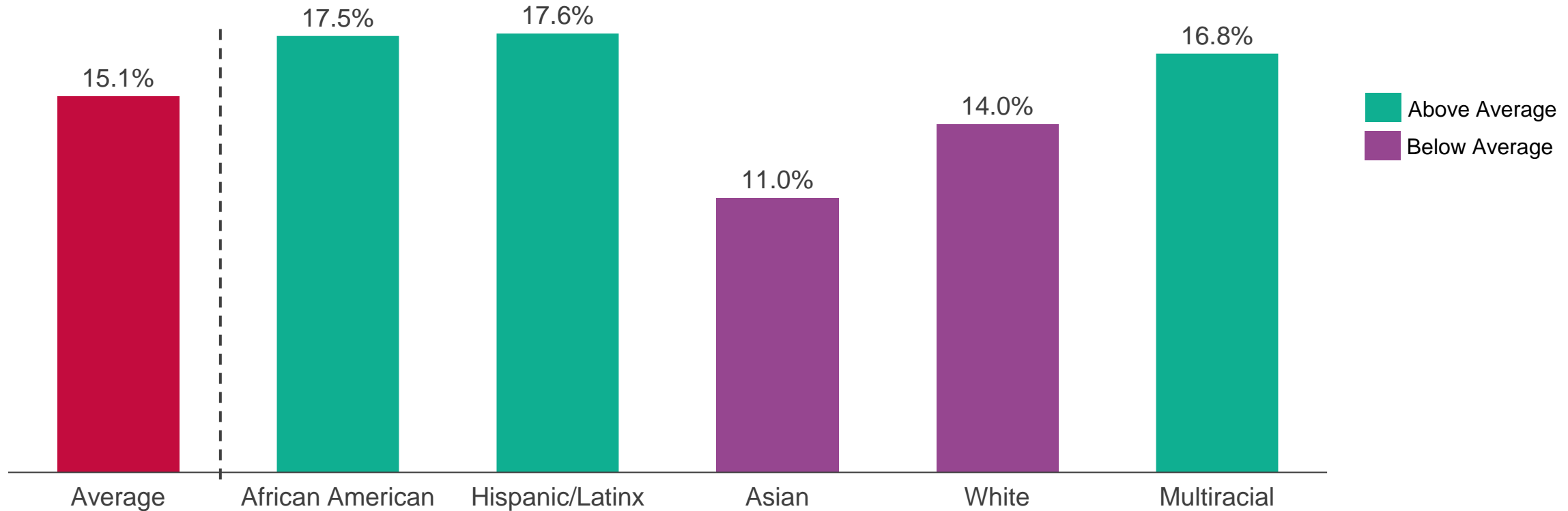
Identification Rates – Osseo Area Schools (SY 2021-2022) vs. National (SY 2019-2020) & State (SY 2019-2020)



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

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

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



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

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

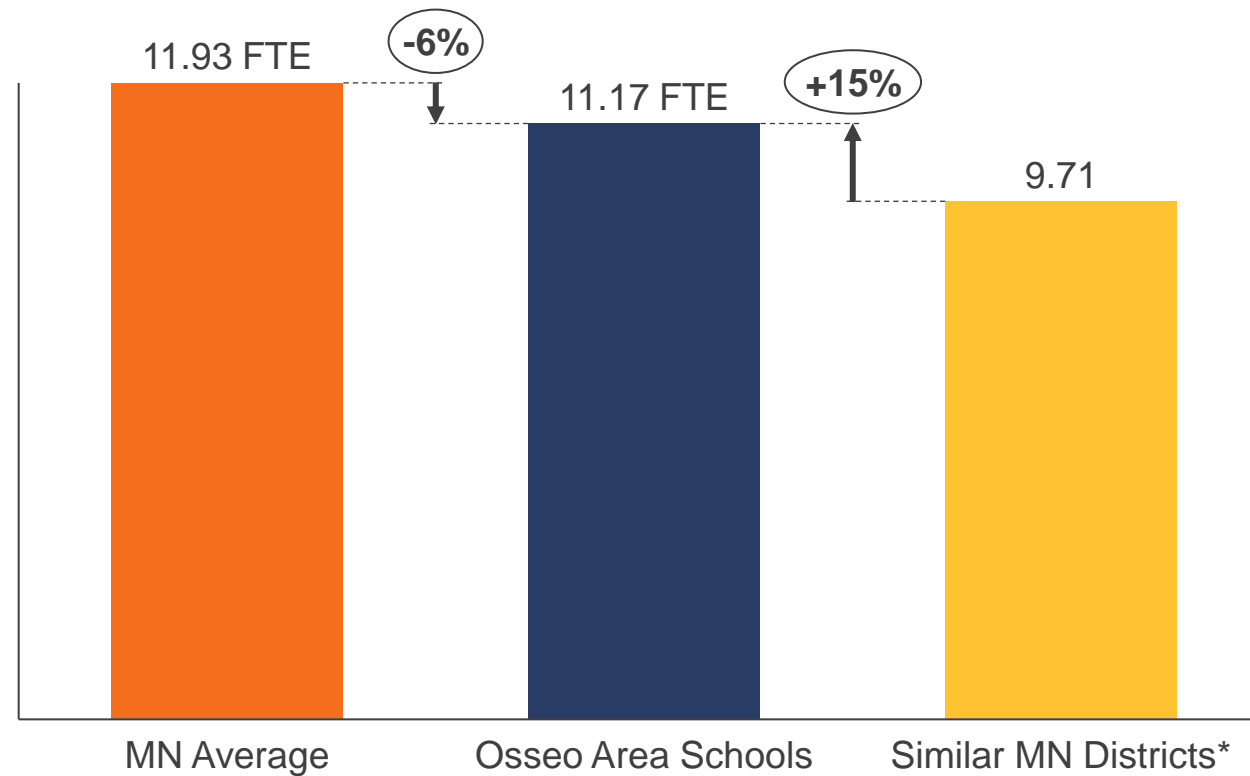
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When compared to staffing levels for other school districts in Minnesota, Osseo Area Schools has a similar number of special education teachers.

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

Special Education Teachers



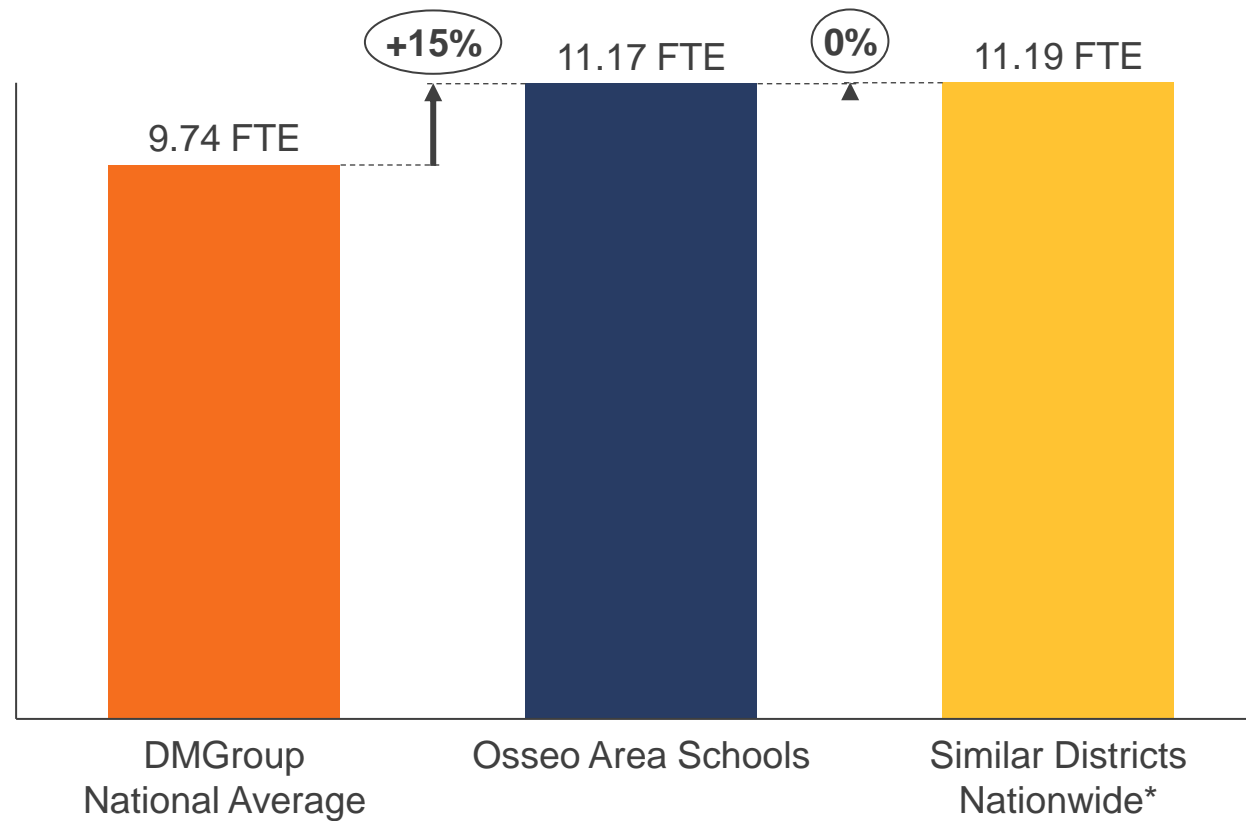
Sources: District staff benchmarking from DMGroup proprietary database; Minnesota Department of Education SY20-21 Data; Osseo Area Schools Data

*districts with similar identification rates 61

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

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

Special Education Teachers



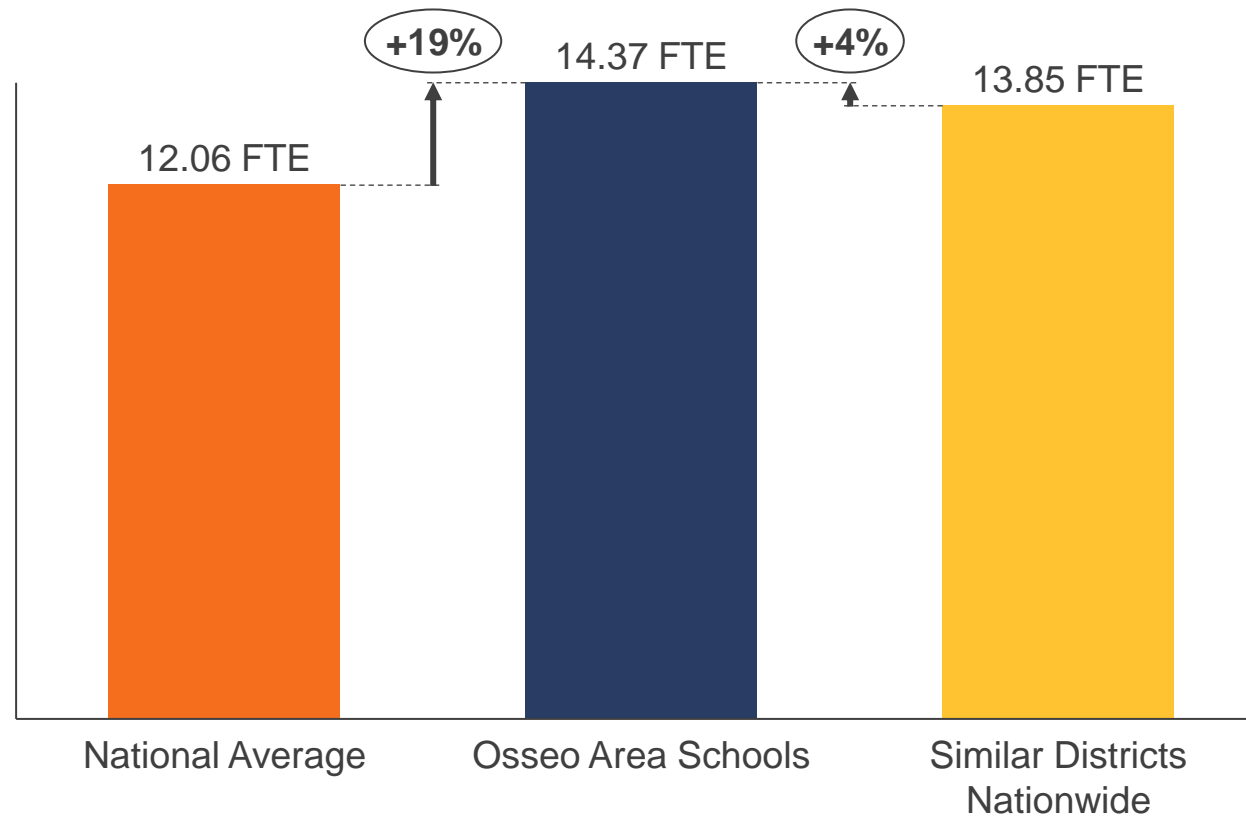
Sources: District staff benchmarking from DMGroup proprietary database; Osseo Area Schools Data

*districts with similar identification rates 62

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

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

Special Education Paraprofessionals



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

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

Commendations




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

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

Summary of Opportunities

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

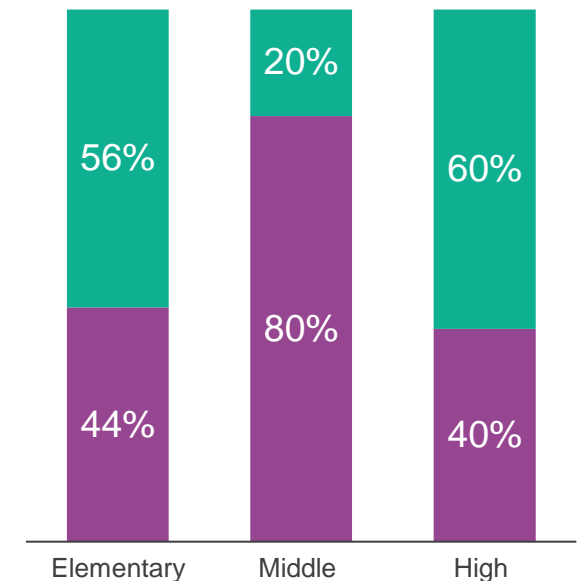
Codifying intervention and scheduling best practices across all schools would enable the district to better support the needs of students.

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

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

INTERVENTION TIME

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



Source: Osseo Area Schools Schedule Sharing Data; Osseo Areas Schools Schedules

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

Summary of Future Considerations

RECOMMENDATION

INTERVENTION TIME

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

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

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

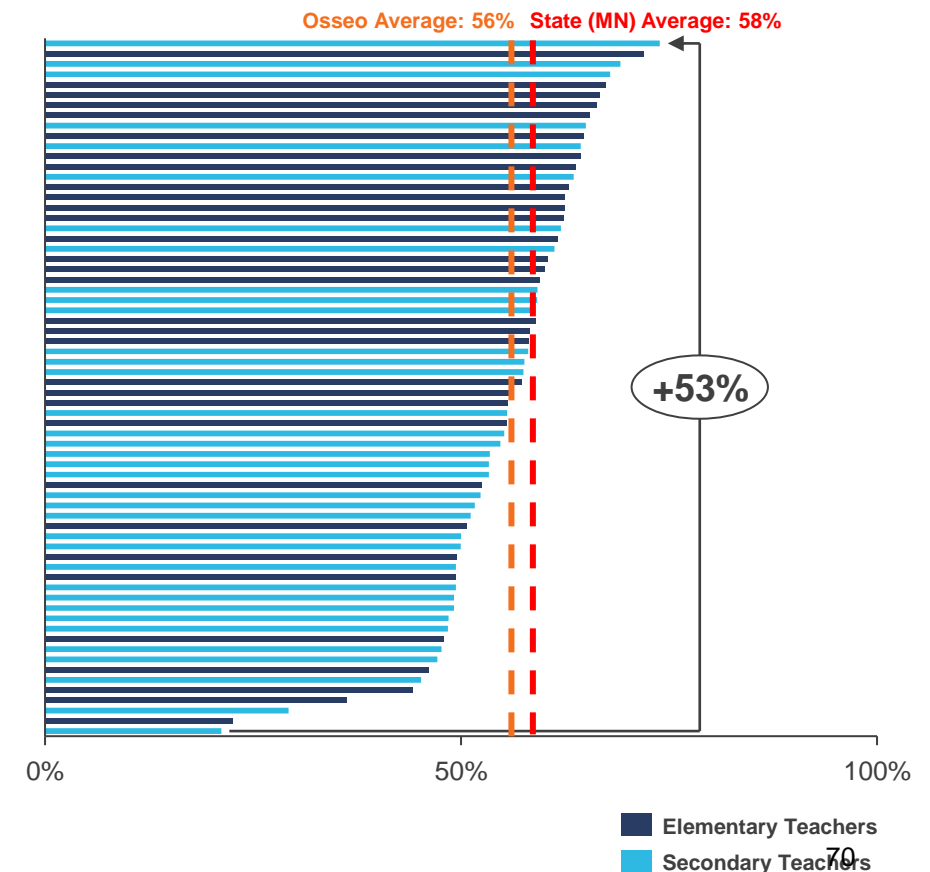
Establishing district-wide expectations for how special education teachers are using their time would help enable teachers to better serve students.

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

ROLES & RESPONSIBILITIES

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

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



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

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

Summary of Future Considerations

RECOMMENDATION

ROLE EXPECTATIONS

Teachers are asked to do more than their schedules allow

Opportunity 3: Differentiate special education teacher roles by implementing specialization

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

Establish dedicated case manager roles

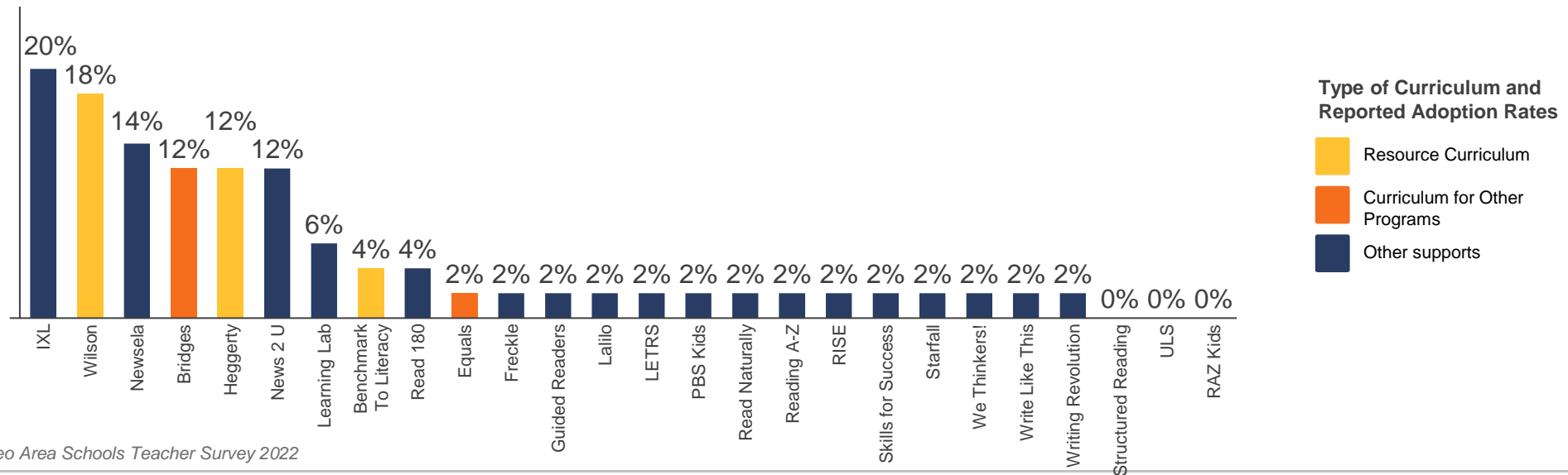
Opportunity 4: Set guidelines around expected direct instructional time

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

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

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

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



Source: DMGroup Osseo Area Schools Teacher Survey 2022

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

Summary of Future Considerations

RECOMMENDATION

CURRICULUM ACCESS

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

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

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

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

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

Opportunity 7: Leverage SEBCs to provide curriculum support

Review roles and usage across school sites and ensure consistency

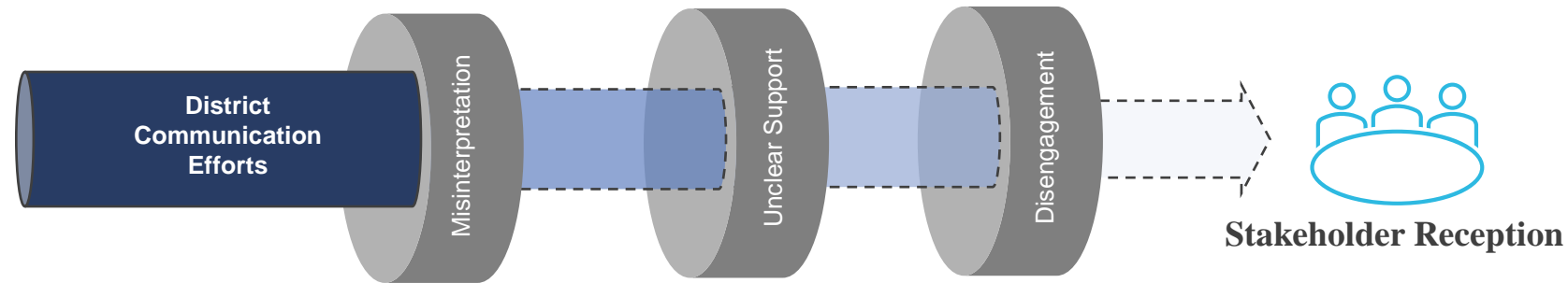
Ask that SEBCs support teachers in customizing the correct/ appropriate curriculums as needed

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

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

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



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

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

Source: DMGroup Osseo Area Schools Teacher Survey 2022

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

Summary of Future Considerations

RECOMMENDATION

DISTRICT COMMUNICATION

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

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

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

Ensure there is consistent, accurate, and targeted information.

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

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

Teachers desire additional professional development around special education topics

COMMUNICATIONS & PD

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

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

Special Education Teacher

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

Special Education Teacher

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

Special Education Teacher

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

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

Summary of Future Considerations

RECOMMENDATION

ADDITIONAL PD

Teachers desire additional professional development opportunities for special education

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

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

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

Agenda

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

Next Steps

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



District Management Group

Helping Schools and
Students Thrive

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

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OSSEO AREA SCHOOLS

ISD  279

Legislative Updates: Policy Implications

School Board Presentation, September 12, 2023

Section 1

POLICY IMPACTS OF RECENT LEGISLATION

Outcome of Presentation

- ▶ Board members will understand the legal updates required for Board Policies as a result of the 2023 legislative session.

100 Series: School Board

- ▶ 102 Policy: Equal Opportunity and Prohibition Against Discrimination, Harassment and Violence
 - New language regarding prohibition against sadistic and malicious conduct must be in policy
 - Applies to employees, contractors and students
 - Policy 102 best applies to employees and contractors

200, 300 and 800 Series

- ▶ No changes required for the:
 - 200 Series: Board of Directors
 - 300 Series: Administration
 - 800 Series: Building & Sites

400 Series: Personnel

- ▶ 406 Policy: Public and Private Personnel Data
 - No Policy changes; informing of Procedure updates
 - Directory information will remove student addresses and emails and parent addresses
 - Labor organizations access change from a may to a must
- ▶ 435 Policy: Qualification of Personnel
 - Adding a provision to report layoffs and hires by race and ethnicity and the reasons for resignation and leaves of absences annually to the Licensing Board

400 Series: Personnel

- ▶ 418 Policy: Drug-Free Workplace
 - Both Policy and Procedure updates related to nonintoxicating cannabinoids and edible cannabinoid products
- ▶ 419 Policy: Tobacco-Free Environment
 - Update definitions, include vaping and vaping prevention instruction
 - Include exceptions allowed when an Indigenous adult lights tobacco as part of ceremony

500 Series: Students

- ▶ 506 Policy: Student Discipline
 - Must include a discipline complaint procedure for when the Pupil Fair Dismissal Act, District Procedures are not being implemented or being discriminately applied
 - Procedure will include an exception for Indigenous students to carry medicine pouches and that non-exclusionary interventions must be implemented

500 Series: Students

- ▶ 507 Policy: Corporal Punishment
 - Include limitations on prone restraint and reasonable force
- ▶ 543 Policy: Use of Restrictive Procedures as Behavior Interventions for Children with Disabilities Receiving Special Education Services
 - Update to apply to all students; addresses compressive restraints
- ▶ 532 Policy: Use of Peace Officers and Crisis Teams To Remove Students from School Grounds
 - No Policy changes; informing of updates to Procedures related to reasonable force

500 Series: Students

- ▶ 514 Policy: Students – Bullying & Hazing Prohibition
 - New language regarding prohibition against sadistic and malicious conduct and applies to students
- ▶ 515 Policy: Protection and Privacy of Education Records and Data
 - Remove mailing address of students and parents and email address of students as limited directory information

500 Series: Students

- ▶ 541 Policy: Chemical use/Abuse
 - Policy and Procedure updates related to nonintoxicating cannabinoids and edible cannabinoid products
- ▶ 544 Policy: School Meals
 - Changes reflect that one reimbursable breakfast and one reimbursable lunch will be free of charge to all students each school day

600 Series: Educational Program

- ▶ 616 Policy: World's Best Workforce
 - Changes to definitions are in effect this year but apply to strategic plans reviewed and updated after June 30, 2024
 - Most impacts will be to the Procedure
- ▶ 640 Policy: Class Size and Student-Teacher Staffing Ratio
 - No Policy changes, informing of Procedure change to include an annual report of class size ratios by grade to the Commissioner

700 Series: Non-Instructional Operations

- ▶ 707 Policy Appendix B: School Bus Safety Training, Roles of Parents
 - Update Active Transportation (biking and walking) training for students
- ▶ 707 Policy Appendix D: School Bus Driver Responsibilities...Use of Type III Vehicles
 - Update language clarifying vehicles 2007 or older must not be used as Type III vehicles to transport students, and exceptions when allowed

900 Series: School/Community Relations

- ▶ 921 Policy: Non-Use of Tobacco on School Property
 - will include an exception for Indigenous students to carry medicine pouches
- ▶ 922 Policy: Non-use of Chemicals on School Property
 - Updates related to nonintoxicating cannabinoids and edible cannabinoid products



OSSEO AREA SCHOOLS

ISD  279

Policy 652 - Selection of Instructional Materials

School Board Work Session, September 12, 2023

*Robin Gunsolus & Andi Bodeau
Department of Learning & Achievement*

Outcome of Presentation

School Board Members will:

- understand the selection of curriculum and media materials board policy; and
- understand the selection of curriculum and media materials policy procedures.

Policy 652 - Instructional Materials Selection, Production and Reevaluation

Purposes for Selection of Materials

- Support the goals and objectives of the education program;
- Consider the needs, age, and maturity of the students;
- Foster recognition, respect or understanding of cultural diversity and varied opinion;
- Fit within the constraints of the school district budget;

Policy 652 - Instructional Materials Selection, Production and Reevaluation

Purposes for Selection of Materials - required by state statute

- Are in the English language unless otherwise necessary to support goals and objectives of an educational program or as appropriate to support and instruct English Learners
- Permit grade level instruction for students to read and study America's founding documents; and
- Do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, etc.

Procedure 652A- General Criteria

Instructional materials must be evaluated on the basis of the purposes for selection and production set forth in Policy 652 – Instructional Materials Selection and Production, as well as the following criteria.

Instructional materials will:

- a. have favorable recommendations based on examination by district instructional personnel, or
- b. have favorable reviews found in standard review sources.
- c. contain accurate information

Procedure 652A- General Criteria continued

Instructional materials will:

- d. be of high technical quality.
- e. have a cost commensurate with their value and/or level of need.
- f. be judged on the basis of both strengths and weaknesses.

Procedure 652A - Distinction Between Two Classes of Instructional Materials

Core and Supplementary	Media Collection
<p>a. Match a specific course of study and/or specific outcomes.</p> <p>b. Be used as the main instructional materials for that course of study or outcomes.</p>	<p>a. Have content which falls within a general curricular topic, and/or</p> <p>b. Offer a fictional or non-fictional source for reference, and</p> <p>c. Are readily available to students and staff through Instructional Media and Technology.</p>

Procedure 652A - Process and Criteria for Selecting Core/Supplementary Instructional Materials

District-level Selection:

- a. District-level core/supplementary instructional materials must be targeted for evaluation and selected as a result of the District's instructional program improvement process.

- b. Prior to selecting core/supplementary instructional materials, a Materials Review Plan must be implemented in accordance with the District's Program Improvement Plan Process Guide. The Materials Review Plan is to include opportunity for review and input by teachers, Principals, and parents/community through the District Planning Advisory Council (DPAC), the Human Sexuality Advisory Committee (human sexuality and sexually transmitted infections education)

Procedure 652A - Process and Criteria for Selecting Core/Supplementary Instructional Materials

Building-level Selection:

Buildings and individual teachers may select supplementary materials for purposes such as motivating students or extending practice as long as those materials are consistent with the District's instructional goals and the District's scope and sequence for the subject area.

Program Improvement Process



Procedure 652A -Process and Criteria for Selecting Media Collection Materials

Except in unusual circumstances, instructional materials must be recommended in standard review sources or previewed before purchase. Prior to purchase, Licensed Media Specialists will:

- a. assess the completeness of the existing collection relative to curriculum topics and instructional needs
- b. assess curriculum and instructional needs as expression by instructional staff
- c. consult with the Coordinator of Instructional Media before selecting materials when they need advice relative to the purchase and or appropriateness of the materials

OSSEO AREA SCHOOLS

ISD  279

Policy 652 - Selection of Instructional Materials

*School Board Work Session
September 12, 2023*

POLICY 652 - INSTRUCTIONAL MATERIALS SELECTION, PRODUCTION AND REEVALUATION

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT

The School Board requires that instructional materials be selected/produced in support of the district mission (Policy 104 – School District Mission Statement).

The School Board delegates the responsibility for developing and managing a process for selection/production of instructional materials to the Superintendent and his/her designees.

III. DEFINITION OF INSTRUCTIONAL MATERIALS

In general, instructional materials are defined as those items which are read, listened to, viewed, observed, manipulated, or experienced by students as part of the instructional process. They may be consumable or non-consumable and may vary greatly in the kind of student response they generate.

IV. PURPOSES FOR SELECTION AND PRODUCTION OF MATERIALS

In reviewing textbooks and instructional materials during the selection process, the professional staff will select materials which:

- A. support the goals and objectives of the education programs;
- B. consider the needs, age, and maturity of students;
- C. foster recognition, respect or understanding of cultural diversity and varied opinion;
- D. fit within the constraints of the school district budget;
- E. are in the English language unless otherwise necessary to support goals and objectives of an educational program or as appropriate to support and instruct English Learners pursuant to Minn. Stat. §124D.58 to §124D.65;
- F. permit grade level instruction for students to read and study America’s founding documents, including documents that contributed to the foundation or maintenance of America’s representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism as required by Minn. Stat. §120B.235; and
- G. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records as required by Minn. Stat. §120B.235.

V. RESPONSIBILITY OF PRINCIPAL TO ENSURE PROPER USE

The Principal is responsible to ensure that instructional materials are used at the building in concordance with curricular goals and, if selected at the site, are developmentally appropriate for the students. This responsibility applies regardless of whether the materials are presented by teachers, parents, students, community members, guest speakers, or other persons. (See also Policy 924 – School Volunteers and Policy 644 – Community Resource Persons.)

VI. REEVALUATION OF INSTRUCTIONAL MATERIALS

- A. District residents, students, or employees have the right to express concern or objection relative to the appropriateness or acceptability of instructional materials.
- B. Specific curricular outcomes or assessments developed by a formal building or District process, while not ordinarily considered instructional materials, would, if challenged,

- be subject to the same reevaluation procedures as core/supplementary instructional materials.
- C. The School Board delegates the responsibility for developing and managing a process for reevaluation of instructional materials to the superintendent and his/her designees.

Revised 1/15/19
Adopted 12/2/03 (formerly Policy 6410)

Policy 6410
Revised 5/17/94
Revised 10/15/85
Adopted 9/1/81

Legal References:

Public Law 94-553 – copyright
Minn. Stat. §120A.22, Subd. 9
Minn. Stat. §20B.235
Minn. Stat. §123B.02
Minn. Stat. §124D.58 to 124D.65

Cross References:

Policy 104 – School District Mission Statement
Policy 644 – Community Resource Persons
Policy 924 – School Volunteers

PROCEDURE 652A – INSTRUCTIONAL MATERIALS SELECTION AND PRODUCTION

I. GENERAL STATEMENT

The purpose of this procedure is to regulate the selection and production of instructional materials so that they conform to Policy 652 – Instructional Materials Selection and Production.

- A. General criteria for the selection and/or production of any and all instructional materials.
 - 1. Instructional materials must be evaluated on the basis of the purposes for selection and production set forth in Policy 652 – Instructional Materials Selection and Production, as well as the following criteria:
 - a. Instructional materials will have favorable recommendations based on examination by district instructional personnel, or
 - b. Instructional materials will have favorable reviews found in standard review sources.
 - c. Instructional materials will contain accurate information except in those cases when inaccuracy is needed because the purpose of the material is aimed at teaching critical thinking skills, teaching about propaganda, or developing an awareness of a factual, historical context.
 - d. Instructional materials will be of high technical quality, except in those cases when the material is of less technical quality because it is a primary resource material or a facsimile of the same.
 - e. Instructional materials will have a cost commensurate with their value and/or level of need.
 - f. Instructional materials will be judged on the basis of both strengths and weaknesses and the relative influences those strengths and weakness may have upon the development of knowledge, skills, and attitudes by students.
 - 2. Instructional materials offered as gifts will be considered using the same criteria as purchased materials.
 - 3. Instructional materials will conform to the provisions of current copyright law, Public Law 94-553.
- B. Distinction Between Two Classes of Instructional Materials
 - 1. Core/supplementary instructional materials
Core/supplementary instructional materials are defined as those instructional materials which are selected to:
 - a. Match a specific course of study and/or specific outcomes.
 - b. Be used as the main instructional materials for that course of study or outcomes.
 - 2. Media collection instructional materials.
Media collection instructional materials are defined as those materials which:
 - a. Have content which falls within a general curricular topic, and/or
 - b. Offer a fictional or non-fictional source for reference, and
 - c. Are readily available to students and staff through Instructional Media and Technology.
- C. Process and criteria for selecting core/supplementary instructional materials.
 - 1. District-level Selection
 - a. District-level core/supplementary instructional materials must be targeted for evaluation and selected as a result of the District's instructional program

improvement process which includes recommendations by and approval by the Director of Curriculum, Instruction, and Educational Standards.

- b. Prior to selecting core/supplementary instructional materials, a Materials Review Plan must be implemented in accordance with the District's Program Improvement Plan Process Guide. The Materials Review Plan is to include opportunity for review and input by teachers, Principals, and parents/community through the District Planning Advisory Council (DPAC), the Human Sexuality Advisory Committee (human sexuality and sexually transmitted infections education).

2. Building-level Selection

Buildings and individual teachers may select supplementary materials for purposes such as motivating students or extending practice as long as those materials are consistent with the District's instructional goals and the District's scope and sequence for the subject area.

D. Process and criteria for producing core/supplementary instructional materials

1. District-level Production

- a. Core/supplementary instructional materials may be targeted for production through the District's program improvement process which includes recommendations by various stakeholders and approval by the Director of Curriculum, Instruction, and Educational Standards
- b. Core/supplementary instructional materials may be produced if the materials would be:
 - 1) Potentially more effective than commercially produced instructional materials and/or
 - 2) More efficient and financially viable than commercially produced materials, and/or
 - 3) More readily available because no such commercial materials are being produced or because of time constraints, and/or
 - 4) More accurate than currently available commercial materials, and/or
 - 5) More representative of the community.

2. Building-level Production

- a. It is appropriate for supplementary materials to be produced at the building or teacher level for purposes such as:
 - 1) Special projects or units as long as those units are consistent with the District's instructional goals, and for purposes such as
 - 2) Motivating students or extending practice opportunities as long as those materials are consistent with the District's curriculum for the subject area.
- b. If those materials would be:
 - 1) Potentially more effective than commercially produced materials, and/or
 - 2) More efficient and financially viable than commercially produced materials, and/or
 - 3) More readily available because no such commercial materials are being produced or because of time constraints, and/or
 - 4) More accurate than currently available commercial materials, and/or
 - 5) More representative of the community.

E. Process and criteria for selecting media collection instructional materials.

1. Except in unusual circumstances, instructional materials must be recommended in standard review sources or previewed before purchase. Prior to purchase, Licensed Media Specialists will:
 - a. assess the completeness of the existing collection relative to curriculum topics and instructional needs;

- b. assess curriculum and instructional needs as expressed by licensed instructional staff in the building;
- c. consult with the Coordinator of Digital Learning and Instructional Media before selecting materials when they need advice relative to the purpose and/or appropriateness of the materials.

Revised 1/15/19

Adopted 12/2/03 (formerly Procedure 6410)

Procedure 6410

Revised 5/17/94

Revised 10/15/85

Adopted 9/1/81

Legal References

Public Law 94-553: copyright

Cross References

Policy 104-School District Mission Statement

Policy 644-Community Resource Persons

Policy 648-Instructional Programs

Policy 652-Instructional Materials Selection, Production and Reevaluation

Policy 924-School Volunteers

Procedure 652B – INSTRUCTIONAL MATERIALS REEVALUATION

I. GENERAL STATEMENT

A. The purpose of this procedure is to provide a fair and reasonable system for reevaluating instructional materials which have been challenged by District residents, students or employees.

B. Distinction Between Two Classes of Instructional Materials

1. Core/supplementary instructional materials

Core/supplementary instructional materials are defined as those instructional materials which are selected to:

- a. Match a specific course of study and/or specific outcomes, and
- b. Be used as the main instructional materials for that course of study or outcomes.

2. Media collection instructional materials

Media collection instructional materials are defined as those materials which:

- a. Have content which falls within a general curricular topic, and/or
- b. Offer a fictional or non-fictional source for reference, and
- c. Are readily available to students and staff through Media and Technology Services.

II. CRITERIA FOR WITHDRAWAL OF INSTRUCTIONAL MATERIALS

Instructional materials which have been selected, acquired, and used may be withdrawn from use because the materials are no longer consistent with Policy 652 – Instructional Materials Selection and Production, have become outdated or inaccurate, have become worn or dangerous, have been replaced by a more recent selection, or have been challenged, reevaluated, and deemed inappropriate according to the reconsideration procedures.

III. PROCESS AND CRITERIA FOR REEVALUATION OF INSTRUCTIONAL MATERIALS WHICH HAVE COME UNDER CHALLENGE

The following process for reevaluation of instructional materials is provided for use by District residents, students, and employees.

A. Informal Procedures

1. Initiating the challenge

- a. When challenges are presented, the staff member receiving the challenge should first determine if Policy 641 - Alternative Instruction applies rather than Policy 654 – Instructional Materials Reevaluation.
- b. Challenges are initiated at the building level.

2. Initiating the challenge at the building level.

- a. The person initiating the challenge should communicate with the teacher and/or Licensed Media Specialist, whichever is appropriate.
- b. Each challenge will be dealt with in a courteous and confidential manner.
- c. An informal resolution is defined as a condition in which:
 - 1) Both parties agree to accept the materials as currently used, or
 - 2) The person initiating the challenge does not accept the current use but chooses not to pursue the matter further, or
 - 3) Application of Policy 641 - Alternative Instruction provides an appropriate remedy.
- d. If the challenge is not resolved informally with the teacher or Licensed Media Specialist, the person initiating the challenge will contact the building Principal. If the challenge still cannot be resolved informally, then the building Principal will invite the person who is initiating the challenge to complete and submit a Request for Reevaluation Form, (see Appendix A).
- e. Upon submission of the form to the Principal, the challenge will be defined as formal and the process for formal challenges will be initiated at the appropriate level. The Principal will notify the Coordinator of Digital Learning and Instructional Media.

B. Formal Procedures

1. Reevaluation committees

a. Building-level

- 1) Each building Principal will identify a building-level reevaluation committee and a chairperson of that committee. That committee will address any formal building-level challenges received that year.
- 2) Committee composition
 - a) One parent/guardian appointed by the Principal to serve as chairperson.
 - b) One Licensed Media Specialist, not currently assigned to the building, appointed by the Principal with the assistance of the Coordinator of Digital Learning and Instructional Media.
 - c) Two teachers from the building appointed by the Principal.
 - d) Two parents/guardians appointed by the PTO/PTA/Site Council, or other formal parent committee.

b. District-level

- 1) The Coordinator of Digital Learning and Instructional Media will identify a District-level reevaluation committee and a chairperson of that committee. That committee will address any appeals of formal building level challenges as well as any formal District-level core/supplementary challenges received that year.
- 2) Committee composition
 - a) One building Principal or Assistant Principal appointed by the representative principals' organization.
 - b) One elementary teacher appointed by the representative teachers' organization.
 - c) One secondary teacher appointed by the representative teachers' organization.
 - d) One Coordinator appointed by the Director of Curriculum and Educational Standards.
 - e) One licensed Media Specialist appointed by the Coordinator of Digital Learning and Instructional Media.
 - f) One student from each high school appointed by the student council or other organization as designated by the Principal.
 - g) Three parents/guardians will be identified from among building PTO/PTA/Site Council members or members of other formal parent committees. The Coordinator of Digital Learning and Instructional Media will appoint one of the three parent/guardian members to serve as chairperson of the district-level reevaluation committee.

c. Temporary Replacement of Reevaluation Committee Member

- 1) If a member of a reevaluation committee:
 - a) Is the initiator of the challenge being addressed, or
 - b) Was a presenter/participant in the deliberations of the building-level committee that previously addressed the challenge, or
 - c) Is the Principal of the building where the challenge was previously heard by a building-level committee, or
 - d) Is the licensed teacher or Licensed Media Specialist, whichever applies, involved in the challenge in the building where the challenge was previously heard by a building-level committee, or
 - e) Is the Coordinator for the area addressed in a challenge to District-level core/supplementary instructional materials, or
 - f) Is unable to schedule attendance at both the initial and final meetings, then that member must be replaced on the reevaluation committee while the committee is addressing that challenge.

Replacement Procedure

If a committee member must be replaced in accordance with c.1, above, then the replacement procedure must be as neutral as possible, involving random drawing if applicable.

d. Meeting structure

- 1) Reevaluation committees may set procedural rules such as a time limit on

- presentations, order of presentations, and number of presentations.
- 2) In the event a reevaluation committee receives multiple challenges, either simultaneously or overlapping, the Committee will determine the order in which they will be addressed. While the Committee needs to address the challenges in as timely a manner as possible, the committee may extend the two-week and four-week timeline requirements listed under the formal procedures of this Procedure 652 – Instructional Materials Reevaluation. Neither the District nor individual buildings will establish additional committees.
- e. Level of authority
- 1) Building-level reevaluation committees make decisions in response to challenges to media collection instructional materials used in their buildings or to supplementary instructional materials identified by and used in their buildings. The decisions of a building-level committee may be communicated to but are not binding on other buildings in the District.
 - 2) The District-level reevaluation committee:
 - a) Makes decisions in response to appeals of building-level reevaluation committee decisions. These decisions are binding upon the building from which the challenge was generated and may be communicated to, but are not binding upon, other buildings in the District.
 - b) Makes decisions in response to challenges to District-level supplementary instructional materials.
 - 3) Reevaluation committee decisions are rendered by a majority vote. A tie vote maintains the status quo. Voting is by closed ballot.
- f. Identification of type and level of instructional materials.
- 1) Upon receipt of the Request for Reevaluation Form (Appendix A), the Principal determines if the challenged materials are:
 - a) Core/supplementary or media collection instructional materials.
 - b) Building-level or District-level instructional materials.
 - 2) All challenges to media collection materials are first addressed by the building-level reevaluation committee.
 - 3) All challenges to building-level supplementary instructional materials are first addressed by the building-level reevaluation committee.
 - 4) All challenges to district-level core/supplementary instructional materials are first addressed by the district-level reevaluation committee.
- g. Building-level formal procedures
- 1) If the challenged materials have been identified as media-collection or building-level core/supplementary instructional materials, within a period of one week (7 days) of the formal challenge, the Principal will distribute copies of the submitted Request for Reevaluation Form to:
 - a) The chairperson of the building-level reevaluation committee,
 - b) The licensed teacher or Licensed Media Specialist,
 - c) The Coordinator of Digital Learning and Instructional Media, and
 - d) The Assistant Superintendents of Leadership, Teaching, and Learning.
 - 2) Use of challenged core/supplementary instructional materials must continue during the formal reevaluation process.
 - 3) Availability of media collection instructional materials must continue during the formal reevaluation process.
 - 4) The chairperson of the building-level reevaluation committee:
 - a) Will notify committee members of the challenge and set up a meeting within two weeks of the formal challenge.
 - b) Will invite the teacher(s) and/or Licensed Media Specialist involved to the meeting.
 - c) Will invite the person initiating the challenge to the meeting.
 - d) Will provide an opportunity for the Committee to hear the views of the person bringing the challenge as well as the rationales for use from the Principal and licensed teacher(s) and/or Licensed Media Specialist.

- e) May ask that reviews of the materials be provided by the licensed staff.
 - f) May arrange for testimony from experts/ authorities on the subject.
- 5) The building-level reevaluation committee:
- a) Will meet to review the challenge and receive the challenged materials for examination. Will review the purposes set in Policy 652 – Instructional Materials Selection and Production, and its accompanying procedures, identify the objection, and hear testimony, if necessary.
 - b) Will examine the materials in their entirety.
 - c) May check general acceptance of the materials.
 - d) Will judge relative values and faults of the challenged materials and form opinions.
 - e) Will make a decision within four weeks in an open meeting (a minimum of four members, including the chairperson, must be present for a final decision).
 - f) Will prepare a report of the Committee's decision immediately upon a decision.
 - g) Will send a copy of the report to the person initiating the challenge, including instructions as to how to proceed if the initiator is dissatisfied with the building-level committee's decision.
 - h) Will send a copy of the report to the Assistant Superintendents of Leadership, Teaching, and Learning, and the Coordinator.
 - i) Will maintain a file including the Request for Reevaluation, any written documentation presented or examined, and the report of the Committee's decision.
 - j) Will forward the file maintained to the chairperson of the district-level committee if the decision of the building-level committee is appealed.
- 6) Instructional materials challenged at the building-level for particular reasons may not be challenged on the basis of those same reasons for a period of one year in that building.
- 7) If either the challenger or the person or committee that originally selected or locally produced the material is not satisfied with the decision of the building-level committee, referral may be made to the district-level reevaluation committee by submitting the Request for Reevaluation Form (Appendix A) to the Coordinator. The District-level formal procedures for reevaluation are then applied.
- h. District-level formal procedures
- 1) If the challenged materials have been identified as district-level core/supplementary instructional materials or if the decision of a building-level reevaluation committee is being appealed, the Coordinator, will distribute copies of the submitted Request for Reevaluation Form to:
 - a) The chairperson of the district-level reevaluation committee,
 - b) The Assistant Superintendents of Leadership, Teaching, and Learning.
 - c) The Director of Curriculum and Educational Standards, and
 - d) The Coordinator of Digital Learning and Instructional Media.
 - 2) Use of challenged core/supplementary instructional materials must continue during the formal reevaluation process.
 - 3) Availability of media collection instructional materials must continue during the formal reevaluation process.
 - 4) The chairperson of the District-level reevaluation committee:
 - a) Will notify committee members of the challenge and set up a meeting within two weeks of the formal challenge.
 - b) Will invite the building Principal, the teacher(s) and/or Licensed Media Specialist to the meeting.
 - c) Will invite the person initiating the challenge to the meeting.
 - d) Will, in the case of district-level core/supplementary instructional materials, invite the appropriate Curriculum Specialist or Program Coordinator to the meeting.
 - e) Will provide an opportunity for the committee to hear the views of the person bringing the challenge, as well as the rationale for use from the building Principal, licensed teacher(s) and/or Library Media Specialist, and/or

- Curriculum Specialist/ Program Coordinator.
- f) May ask that reviews of the materials be provided by the licensed staff.
 - g) May arrange for testimony from experts/ authorities on the subject.
- 5) The District-level reevaluation committee:
- a) Will meet to receive and review the challenged materials for examination.
 - b) Will review the purposes set in Policy 652 – Instructional Materials Selection and Production, and its accompanying procedures, identify the objection, and hear testimony, if necessary.
 - c) Will review the file of the building-level reevaluation committee, if the challenge is an appeal of a building-level committee decision.
 - d) Will examine the materials in their entirety.
 - e) May check general acceptance of the materials. Will judge relative values and faults of the challenged materials and form opinions.
 - f) Will make a decision within four weeks in an open meeting (a minimum of seven members, including the chairperson, must be present for a final decision).
 - g) Will prepare a report of the committee's decision immediately upon a decision.
 - h) Will send a copy of the report to the person initiating the challenge, including instructions as to how to appeal if the initiator is dissatisfied with the district-level committee's decision.
 - i) Will send a copy of the report to the principal of the building from which a decision has been appealed to the District committee.
 - j) Will send a copy of the report to the Assistant Superintendents of Leadership, Teaching, and Learning, the Coordinator, and the Director of Curriculum and Educational Standards,
 - k) Will maintain a file including the building-level file where appropriate, the Request for Reevaluation, any written documentation presented or examined, and the report of the committee's decision.
 - l) Will forward the file maintained to the Superintendent if the decision of the district-level committee is appealed.
- 6) Instructional materials challenged at the district-level for particular reasons may not be challenged on the basis of those same reasons for a period of one year.
- 7) If either the challenger or the person or committee that originally selected or locally produced the material is not satisfied with the decision of the district-level committee, the decision rendered may be appealed to the School Board by submitting the Request for Reevaluation Form (Appendix A) to the Superintendent within five business days of the district-level decision.
- a) If the challenge is properly appealed, the School Board will consider the merits of the appeal within twenty days after receipt.
 - b) At the option of the School Board, a committee or representative(s) of the Board may be designated by the Board to hear the appeal at this level and report its findings and recommendations in writing to the full Board.
 - c) If a committee is formed, then it must review the documentation collected as part of the district-level deliberation. It may hear oral statements by the challenging party and a representative of the district-level reevaluation committee.

Revised 1/15/19

Adopted 12/2/03 (Formerly Procedure 6410 Appendix B)

Procedure 6410 Appendix B

Revised 5/17/94

Revised 10/15/85

Adopted 9/1/81

Cross References

Policy 652-Instructional Materials Selection and Production

Policy 641-Alternative Instruction

Legal References

Public Law 94-553: copyright

ISD 279 Osseo Area Schools
2023 SCHOOL BOARD MEMBER COMMITTEE and JOINT BOARD REPRESENTATIVES

Board Member	Board Committees	Advisory Committees/Task Forces	Other Assignments/Representations
Thomas Brooks Director	<ul style="list-style-type: none"> • School Board Policy Committee • School Board Property Committee 	<ul style="list-style-type: none"> • Enrollment and Capacity Management Advisory Committee (ECMAC) • Radically Investing in Scholars Excellence (RISE) Committee 	<ul style="list-style-type: none"> • Finish out current work on Association of Metropolitan School Districts (AMSD) and Legislative Liaison
Heather Douglass Treasurer	<ul style="list-style-type: none"> • School Board Property Committee 	<ul style="list-style-type: none"> • Curriculum, Instruction and Assessment Committee (CIAC) • District Planning Advisory Council (DPAC) • Student Board Rep Liaison 	<ul style="list-style-type: none"> • Intermediate District 287 Joint Board
Tamara Grady Clerk	<ul style="list-style-type: none"> • School Board Policy Committee • School Board Property Committee 	<ul style="list-style-type: none"> • American Indian Parent Advisory Committee (AIPAC) 	<ul style="list-style-type: none"> • Association of Metropolitan School Districts (AMSD) and Legislative Liaison
Sarah Mitchell Director	<ul style="list-style-type: none"> • School Board Property Committee 	<ul style="list-style-type: none"> • Enrollment and Capacity Management Advisory Committee (ECMAC) • Community Education Program Advisory Council (CEPAC) • Financial Involvement School-Community Accountability Liaisons (FISCAL) Advisory 	
Jackie Mosqueda-Jones Chair	<ul style="list-style-type: none"> • School Board Property Committee 	<ul style="list-style-type: none"> • American Indian Parent Advisory Committee (AIPAC) • District Planning Advisory Council (DPAC) • Radically Investing in Scholars Excellence (RISE) Committee • Legislative Action Committee • Curriculum, Instruction and Assessment Committee (CIAC) 	<ul style="list-style-type: none"> • NW Suburban Integration School District (NWSISD) Joint Powers Board <i>(effective 7/1/23: Intermediate District 287 Joint Board)</i>
Tanya Simons Vice Chair	<ul style="list-style-type: none"> • School Board Policy Committee • School Board Property Committee 	<ul style="list-style-type: none"> • District 279 Foundation • Legislative Action Committee (LAC) 	<ul style="list-style-type: none"> • Brooklyn Bridge Alliance for Youth

DESCRIPTIONS of COMMITTEES and JOINT BOARDS

**FOR
SCHOOL BOARD MEMBERS**

Independent School District 279 School Board

OSSEO AREA SCHOOLS

ISD  279

January 2023

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ASSOCIATION OF METROPOLITAN SCHOOL DISTRICTS (AMSD) AND LEGISLATIVE LIAISON

School Board Representation: One School Board member

Purpose: *AMSD* - The mission of AMSD is to advocate for metropolitan school districts and advance legislation that supports student achievement.

In existence since 1974, AMSD currently represents 40 K-12 metropolitan school districts, six intermediate/educational cooperative school districts and the more than 377,000 students in those districts, nearly half of the state's public school students.

The Board of Directors, comprised of the Superintendent and one School Board member from each of the member school districts, governs the association.

AMSD is a voice for public education both at the Legislature and in the media. AMSD staff and members maintain ongoing contact with state policymakers during the legislative session and throughout the year. AMSD provides its members with relevant, concise, and timely information on key issues and the progress of the legislative session, giving local school officials the tools to communicate with legislators and within their communities.

LEGISLATIVE LIAISON - To advance the legislative interests of the school district through communication with legislators and community members.

Membership: Member districts

Length of Term: Annual appointment

Level of Commitment: *AMSD:* Attend monthly meetings during the school year. *LEGISLATIVE LIAISON:* Attend meetings as needed for legislative sessions, representing the Board in the development of the District 279 legislative platform. Serve as MSBA legislative liaison to full board. (recommended)

Meeting Schedule: Typically the first Friday morning of each month from 7:00 – 9:00 AM, Quora Education Center, Roseville, MN (no meeting June or July)

Administrative Liaison: Superintendent Dr. Kim Hiel
hielk@district279.org 763-391-7222

Contact Information: Association of Metropolitan School Districts www.amsd.org
651-999-7325

BROOKLYN BRIDGE ALLIANCE FOR YOUTH

School Board Representation: One School Board member

Purpose: The Brooklyn Bridge Alliance for Youth is the official governing board that unites government agencies through a joint powers agreement.

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

The Alliance meets quarterly to provide policy direction for efforts in Brooklyn Park and Brooklyn Center and promotes the efficient use of resources between organizations, the development of innovative solutions and cross sector collaboration. The Alliance is comprised of leaders from each of the government agencies in the two cities that serve youth, so the leaders can make decisions for their organizations on how resources can be allocated to afterschool and summer programs and new policies can be developed.

The Brooklyn Bridge Alliance brings all the entities together to streamline their collective impact efforts through better communication, coordination, cooperation and increased collaboration.

Membership: The following entities are members of the joint powers agreement: City of Brooklyn Center, City of Brooklyn Park, Hennepin County, Anoka-Hennepin School District, Brooklyn Center Schools, Osseo Area Schools and Robbinsdale Area Schools. Hennepin Technical College, North Hennepin Community College and the Brooklyns Youth Council are advisory members.

Length of Term: Annual appointment

Level of Commitment:

- Read materials
- Willing to support initiatives of the Alliance and Brooklyns Youth Council

Meeting Schedule: The Brooklyn Bridge Alliance meets quarterly.

Administrative Liaison: Brian Siverson-Hall
siversonhallb@District279.org 763-391-7115

Contact Information:

Rebecca Gilgen 763-688-1989
Brooklyn Bridge Alliance for Youth www.brooklynallianceforyouth.org 763-398-0780
6150 Summit Drive, Suite 200
Brooklyn Center, MN 55430
Rebecca.gilgen@brooklynsalliancefor-youth.org

COMMUNITY EDUCATION PROGRAM ADVISORY COUNCIL (CEPAC)

School Board Representation: One Board member

Purpose: The purpose of this organization is to:

- assist in the development of the district's community education program;
- promote citizen involvement in the planned activities of community education;
- foster positive communications between school and community;
- work with community education advisory councils and civic, faith, service and governmental organizations when necessary to provide for the needs of the community;
- promote the community education philosophy of lifelong learning for all ages.

Membership: The council shall consist of representatives of school sites or community organizations and will be chosen based on their interest in community education and their willingness to be an active participant of CEPAC.

Membership is composed of:

- up to four Community Education program representatives;
- members at large to include but not limited to the District 279 Board of Education, faith community, service organizations, civic organizations, parks and recreation, school principals, seniors, youth and/or other interested citizens;
- the Director of Community Education shall serve as ex-officio member;
- the Secretary for the Community Education and Services Division shall serve as the secretary to the council.

Length of Term: Annual appointment

Level of Commitment:

- be actively engaged in the advancement and success of CEPAC;
- share information to and from district learning sites, organizations or groups that the member represents as well as the community at large;
- attend CEPAC meetings (5 per year) of the full council.

Meeting Schedule:

All meetings held at the Educational Service Center from 5:15-6:45 P.M.

Administrative Liaison: Brian Siverson-Hall, Executive Director of Community Engagement
SiversonHallB@District279.org 763-391-7115

CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE (CIAC)

School Board Representation: Two Board members (School Board Chair or Vice Chair and a School Board Director)

Purpose:

The purpose of CIAC is to:

- Review Pre-K – 12th grade curriculum, assessment, and instructional programs through a governance lens;
- Provide input and feedback to the Department of Learning & Achievement; and,
- Provide input to the School Board regarding academic program improvements.

Membership: CIAC is comprised of two School Board members; the Superintendent; the Assistant Superintendents in the Division of Leadership, Teaching, & Learning; and the Director of Learning & Achievement. Other guests will be invited on an ongoing basis to share information, respond to emerging questions, and solicit feedback from CIAC members.

Length of Term: Annual appointment

Level of Commitment:

Participants will be expected to:

- Read materials as assigned;
- Attend meetings on an ongoing basis;
- Contribute perspectives and interests openly, maintaining a district-wide perspective throughout; and
- Check for impact of our work on student learning, staff learning, equity, and student achievement results.

Meeting Schedule: Meetings will be held on a bi-monthly basis during the school year.

Administrative Liaison: Dr. Kim Hiel, Superintendent
hiel@district279.org 763.391.7003

Robin Gunsolus, Director of Learning and Achievement
gunsolusr@district279.org 763.391.7092

DISTRICT 279 FOUNDATION

School Board Representation: One School Board member

Purpose: District 279 Foundation was chartered in 1991 as a nonprofit 501(c)(3) organization to provide learning opportunities for all students in Osseo Area Schools.

Our mission:

- Our mission is to support and enhance the district's dedication to all students.
- Our vision is to provide learning opportunities for students in Osseo Area Schools by funding programs, projects and other opportunities that are not presently available through the district's budget.
- Our Core Value: We believe that there is a moral, social and economic imperative to support student success and equitable student achievement.

Responsibilities of a District 279 Foundation Trustee are to:

- provide overall leadership and strategic direction to the organization;
- stay informed about the activities and current issues at District 279 Foundation, participate in and take responsibility for making decisions on issues, policies and other board matters;
- actively participate in and contribute to fundraising activities of the organization;
- interpret the organization's work and values to the community, represent the organization, and act as an ambassador;
- act as a responsible steward in managing the Foundation's finances.

Membership: The Foundation's Board of Trustees is comprised of volunteers including district parents and staff, business and city leaders, retired educators, and community members.

Length of Term: Annual appointment

Level of Commitment: Trustees are asked to attend board meetings and activities as scheduled (A Night Out, Investment in Youth, 5K Fun Run); play an active role in fundraising; help identify new Foundation board leadership; and willing to support goals and objectives set by the Foundation's Board of Trustees.

Meeting Schedule:

Board meetings are held quarterly. The various Foundation initiatives and dates are determined annually.

(All meetings held at the Educational Service Center from 7:00-9:00 P.M.)

Administrative Liaison: Brian Siverson-Hall, Executive Director of Community Engagement
SiversonHallB@District279.org 763-391-7115

DISTRICT PLANNING ADVISORY COUNCIL (DPAC)

School Board Representation: Two School Board members

Purpose: To provide for the combined planning efforts of community and professional staff in curriculum planning and evaluation of the educational program.

Membership and Committee Structure: DPAC membership is based on interest, not educational expertise. Members include up to two representatives from each elementary building, up to three representatives from each secondary building, up to six non-parents from the community, one School Board member, district teachers and administrators, and senior high students. DPAC operates with three subcommittees. DPAC members select the subcommittee on which they want to serve.

Achievement & Evaluation: Members of the Achievement & Evaluation Subcommittee advise the district on student assessments, achievement expectations and the levels of achievement reached by ISD 279 students. The group examines multiple sources of information, including data from standardized tests. Analyzing trends over time, the subcommittee recommends priorities for improving achievement in certain curricular areas and student populations.

Program & Assessment: This subcommittee offers input and advice to subject areas in the pre-assessment phase of the Program Improvement Process. Activities include gathering information, identifying trends, analyzing needs, and preparing recommendations. In addition to being included in the DPAC report to the School Board, these recommendations are forwarded to the assessment team for that subject area.

Student Services: This subcommittee reviews the student support service areas which enhance and supplement regular education programs. The service may be directed to a student or groups of students and/or consultation to regular education classroom and leadership staff. Typically, this subcommittee will select one or two areas to review and make recommendations for improvement. The student support service areas are as follows: Community Education, Counseling and Guidance, Health Services, Media, Special Education and Gifted Education.

Length of Term: Annual appointment

Level of Commitment/Meeting Schedule: Meetings typically take place from October through April, at Educational Service Center (ESC), unless otherwise noted, from 6:30-8:00 p.m. Subcommittees may, at their discretion, schedule additional meetings or extend their meeting. No fewer than eight meetings occur annually.

Administrative Liaison: Robin Gunsolus, Director of Learning & Achievement
gunsolusr@District279.org 763-391-7143

ENROLLMENT AND CAPACITY MANAGEMENT ADVISORY COMMITTEE (ECMAC)

School Board Representation: Two School Board members

Purpose: The purpose of the Enrollment and Capacity Management Advisory Committee (ECMAC) is to increase community trust in long-range planning for enrollment and building use. The ECMAC will analyze information affecting enrollment, capacity, and building use, and generate observations and recommendations to be communicated to district administration.

Membership: ECMAC is comprised of about 30 community members, two teachers, and 10 staff members. Members of this committee are selected annually through an open application process that attempts to develop a group that reflects the communities and racial diversity of families served in Osseo Area Schools.

Length of Term: Annual appointment

Level of Commitment: Serve as a member of the committee

Meeting Schedule: Four to six evening meetings annually

Administrative Liaison: John Morstad, Executive Director of Finance and Operations
morstadj@District279.org 763-391-7014

FINANCIAL INVOLVEMENT SCHOOL-COMMUNITY ACCOUNTABILITY LIAISONS (FISCAL) ADVISORY COMMITTEE

School Board Representation: One School Board member

Purpose: The purpose of the Financial Involvement School-Community Accountability Liaisons (FISCAL) Advisory Team is to advise administration and the school board on economic and school finance issues including the yearly FISCAL report to the community.

Membership: FISCAL is made up of approximately 12-15 community members and 10-12 staff members. Members of this team must have strong financial skills. Our goal is to have multiple perspectives on the team through broad geographic representation and racial diversity.

Length of Term: Annual appointment

Level of Commitment: Serve as a member of the committee

Meeting Schedule: Three to four times annually

Administrative Liaison: John Morstad, Executive Director of Finance and Operations
morstadj@District279.org 763-391-7014

INTERMEDIATE DISTRICT 287 JOINT BOARD

School Board Representation: One School Board member; compensation is received for serving on the 287 Joint Board, compensation is set by the governing board.

Purpose:

The mission of Intermediate District 287 is to be the premier provider of innovative specialized services to ensure that each member district can meet the unique learning needs of its students.

Intermediate District 287 is a consortium of 12 west metro school districts offering more than 120 programs and services specially designed to help meet the unique learning needs of member district students. For many programs students are referred by their district of residence, in some cases, students and parents can enroll directly.

District 287 is an education partner focused on innovative solutions for twelve member districts including Brooklyn Center, Eden Prairie, Edina, Hopkins, Orono, Osseo, Richfield, Robbinsdale, St. Louis Park, Wayzata, and Westonka. District 287 also serves students from non-member districts and on-line classes include students from across the country and Canada.

District 287 operates a wide variety of programs for the member districts that are usually designed for low-incidence special education, vocational, or exceptional students.

Membership: The School Board of Intermediate District 287 is comprised of one representative from each of our 12 member districts. These representatives are appointed by their individual school boards.

Length of Term: Two years

Level of Commitment:

The governing board serves the usual purpose of policy and goal determination.

Board representatives may also serve on Board committees of Finance, Personnel, Program Awareness, Intergovernmental, or Building. Each of the committees establishes its own meeting pattern, with the Personnel Committee meeting monthly and the others as needed.

Meeting Schedule: The board meets on the second and fourth Thursday of each month, with the exception of April, July, August, November and December. The Board meetings follow a prepared agenda which is posted one week prior to each meeting.

Administrative Liaison: Superintendent Dr. Kim Hiel
hielk@district279.org 763-391-7222

Contact Information:

Intermediate School District 287 www.district287.org 763-559-3535
1820 Xenium Lane N.
Plymouth, MN 55441

ISD 279 Legislative Action Committee (LAC) Description

Purpose: The Osseo Area Schools Legislative Action Committee assists the Osseo School Board in advocacy for education-related legislation. The Legislative Action Committee (LAC) coordinates these advocacy efforts throughout the Osseo School District by developing, proposing, and advocating for legislative platforms designed to advance the district's mission, vision, core values and strategic directives in Osseo Area Schools and Minnesota.

Membership:

2 School Board members

up to 8 community members (members of this committee are selected annually through an open application process that attempts to develop a group that reflects the diversity of our families served in Osseo Area Schools)

John Morstad, Executive Director of Finance and Operations

Amy Moore, District General Counsel

Kay Villella, Director of Community Relations

Valerie Dosland, Director of Government Affairs, Ewald Consulting

up to 4 students

Length of Term: Annual appointment

Level of Commitment:

Meeting start time is 6:30 p.m. at Educational Service Center, 11200 93rd Avenue North, Maple Grove, MN. The meeting schedule is subject to change as LAC deems necessary to complete its work or for other needs, such as district presentations. Please note that some meetings may be held virtually.)

Additional Information:

The Legislative Action Committee will work closely with the following metro districts who also have Legislative Action Committees/Coalitions: Wayzata, Edina, Orono, Hopkins, and Robbinsdale

Valerie Dosland and John Morstad have direct communication with all legislators who represent Osseo Area Schools.

A Legislative Breakfast is held in January of each year to present the State Legislative Platform for Public Education.

Administrative Liaison: John Morstad, Executive Director of Finance and Operations
morstadj@district279.org 763-391-7014

NORTHWEST SUBURBAN INTEGRATION SCHOOL DISTRICT (NWSISD) JOINT POWERS BOARD

School Board Representation: One School Board member, one alternate

Purpose:

NWSISD works with districts in the consortium to provide programs and services that promote integrated learning environments and enhance cultural responsiveness. The goals of NWSISD are as follows:

- NWSISD will assist member districts in creating culturally inclusive learning environments.
- NWSISD will help create inter-district interactions among students, staff and parents that improve inter-cultural competency and increase student achievement.

Membership: The NWSISD consortium includes seven school districts: Anoka-Hennepin School District, Brooklyn Center Schools, Buffalo-Hanover-Montrose Schools, Elk River Area School District, Fridley Public Schools, Osseo Area Schools, Rockford Public Schools and St. Francis School District.

Length of Term: Annual appointment

Level of Commitment: Attend meetings, review materials

Meeting Schedule: NWSISD Joint Powers Board meetings are held the third Wednesday of each month at 6:15 p.m. in the main office of NWSISD in Brooklyn Park.

Administrative Liaison: Superintendent Dr. Kim Hiel
hielk@district279.org 763-391-77222

Contact Information:
Northwest Suburban Integration School District www.nws.k12.mn.us 763-450-1300
9201 West Broadway Ave., Suite 690
Brooklyn Park, MN 55445

RADICALLY INVESTING IN SCHOLARS EXCELLENCE (RISE) COMMITTEE

School Board Representation: Two School Board members

Purpose: Osseo Area Schools believe each stakeholder holds equal intrinsic value. The purpose of the RISE committee is to establish an educational environment where collectively we thrive. We evaluate to eradicate the actions, policies, behaviors that sustain and perpetuate systemic inequity that ultimately limits our ability to realize our collective potential as a system. Using Racial Equity Policy 101, in addition to the George Floyd Resolution, we stand with conviction and commitment to strive towards equitable access, safety, and joy for our school community as we aim to realize the limitless potential of our collective. We reignite our steadfast commitment to strengthening the interconnectedness among culture, teaching, learning, achievement, and transformation.

Membership: RISE membership is based on interest and will reflect the communities and racial diversity of families served in Osseo Area Schools. Members include 20-25 community members, the FACE team, and five staff members.

Length of Term: One-year commitment

Level of Commitment: Co-creators will be expected to:

- Internalize necessary materials;
- Attend meetings on an ongoing basis;
- Contribute truth and speak truth to power, understanding that peace over truth stagnates our work; and
- Center the brilliance of our young people as decisions and recommendations are made.

Meeting Schedule: Dates determined and agreed upon by members

Administrative Liaison: Bryan Bass, Assistant Superintendent of Equity and Achievement
lehanm@district279.org 763-391-2796

Vanessa Gill, Coordinator of Family and Community Engagement
gillv@district279.org

SCHOOL BOARD POLICY COMMITTEE

School Board Representation: Three School Board members

Purpose:

Policies are developed for Policy Committee review and Board approval using a five-step process and in accordance with Policy/Procedure 208 - Development, Adoption & Implementation of Policies. District legal counsel is responsible for:

Initiating: The creation of a new policy or revision of an old one may be stimulated by changes in legislation, case law or operating procedures, by periodic review, request by Board members, community members or staff, or other awareness of need.

Drafting: Appropriate parties produce policy drafts based on review of need, model policies and sometimes legal opinions.

Reviewing/Revising: Draft policies are reviewed by Cabinet, district administrators, and other parties as appropriate to the specific policy. Revisions are made on the basis of feedback.

The School Board Policy Committee reviews the final draft. The committee may recommend additional revisions or wish to have questions researched and answered. The committee determines when the policy is ready to go to the full School Board. Most often, policies are ready to go to first reading the evening the Policy Committee reviews them.

Passing: The full School Board receives the policy. At the first reading, the Board acknowledges receipt of the policy as an informational item at a regular school board meeting. The Board then has the policy for one month, during which time the members may review it. At the second reading, which occurs one month after the first reading, the Board votes on approval of the policy.

Disseminating: Approved policies are posted on the district website.

In addition to policy review, the School Board Policy Committee reads revisions of procedures attached to policies. Procedure changes do not require Board approval, but both the Policy Committee and the full Board receive them for information.

Membership: Three school board members, district in-house legal counsel, and superintendent

Length of Term: Annual appointment

Level of Commitment: Read draft policies and supporting materials prior to meeting; offer comments and ask questions; determine when policy is ready to go to the full Board.

Meeting Schedule: Committee meetings are held prior to work sessions (4:30 p.m. start time), 5 meetings per year.

Administrative Liaison: Amy Moore, General Counsel
moorea@District279.org 763-391-7083

SCHOOL BOARD PROPERTY COMMITTEE

School Board Representation: All Board members

Purpose:

The committee reviews administrative suggestions for property purchase and sale, plus significant issues related to such transactions such as the M.U.S.A. (Municipal Urban Service Area) line, use, roadways, sewer, water, and wetland issues.

When action by the full Board is required on such issues and transactions, the matters are first reviewed by the Property Committee, followed by communication and recommendation to the full Board for action.

The Property Committee is advised by the Superintendent and other administrators, engineers, and legal advisors as needed.

Length of Term: Annual appointment

Level of Commitment: Read information prior to meeting, offer comments and questions; determine when recommendations go to board.

Meeting Schedule: The meeting pattern of the committee is irregular, depending on the frequency of such issues and transactions.

Administrative Liaison: John Morstad, Executive Director of Finance and Operations
morstadj@District279.org 763-391-7014