



Agenda  
Osseo Area Schools  
School Board

Regular Business Meeting  
Educational Service Center - Forum Room  
11200 93rd Ave N  
Maple Grove, MN 55369  
Tuesday, August 19, 2025  
6:00 PM

*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 School Board of Osseo Area Schools is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at [district279.org/about-us/school-board](https://district279.org/about-us/school-board) (Watch Livestream). An archived recording will also be available on the district website.

### **Agenda Items**

1. 6:30 PM Welcome and purpose  
Thomas Brooks, Board Vice Chair
2. 6:35 PM Check in  
Dr. Kim Hiel, Superintendent
3. 6:40-7:40 PM Safety Management 2  
John Morstad, Exec. Dir. Finance & Operations; and Security & Emergency Mgmt. team members Troy Schreifels, Dave Moredock, Matt Korsmo; Steve Flisk, Asst. Supt. Elementary; Amy Tollefson, District Level Principal; Sonni Buerskin, Dir. Student Services
4. 7:40-7:50 PM Naming of New Elementary School 43  
Kay Villella, Executive Director of Community Relations
5. 7:50-8:30 PM Monitoring Report A 51  
Dr. Bryan Bass, Asst. Supt. of Equity & Achievement; Dr. Jill Kind, Dir. of Learning and Assessment; Amy Tollefson, District Level Principal; Dr. Michael Walker, Dir. of Educational Equity; Sonni Buerskin, Director of Student Services
6. 8:30-8:45 PM Board Calendar Review 109  
Dr. Kim Hiel, Superintendent
7. 8:45 PM Adjournment  
Thomas Brooks, Board Vice Chair

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



**Osseo Area  
Schools**

# **Security and Emergency Management**

**School Board Work Session**

**John Morstad, Troy Schreifels, Dave Moredock and Matt Korsmo**

**August 19, 2025**



# SEM Staff

**Troy Schreifels**

Director of Transportation, Security and Emergency Management

**Dave Moredock**

Assistant Director of Security and Emergency Management

**Matt Korsmo**

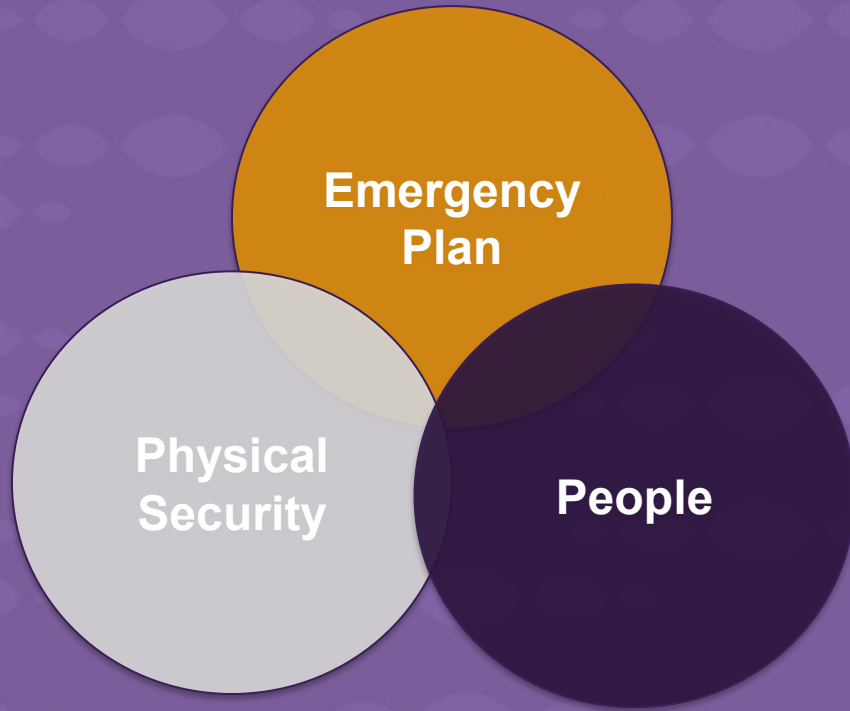
Security and Emergency Management Specialist

**Jodi Schneider**

Security and Emergency Management Tech Support Specialist

# Department Responsibilities

- Emergency Response Plans
- Site security audits
- Drills/Training
- Camera system
- Card access system
- Intrusion system
- Two-way radios
- Visitor Management system
- Behavior threat assessments
- Tip line
- School Resource Officer program
- Security site audits



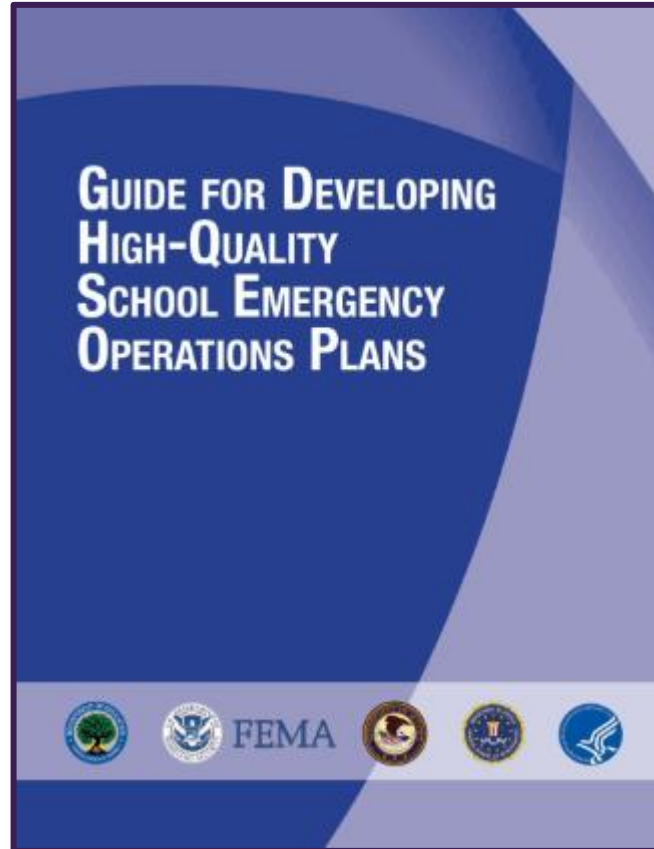
Security and Emergency Management Components



# Emergency Plan

# Emergency Operations Plan

- All Hazard Approach
- Incident Command
- Functional Annexes




# Standard Response Protocol

Know what to do for:

- Hold
- Secure
- Lockdown
- Evacuate
- Shelter

## IN AN EMERGENCY TAKE ACTION

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	<b>HOLD! In your room or area. Clear the halls.</b> <b>STUDENTS</b> Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual	<b>ADULTS</b> Close and lock the door Account for students and adults Do business as usual
	<b>SECURE! Get inside. Lock outside doors.</b> <b>STUDENTS</b> Return to inside of building Do business as usual	<b>ADULTS</b> Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual
	<b>LOCKDOWN! Locks, lights, out of sight.</b> <b>STUDENTS</b> Move away from sight Maintain silence Do not open the door	<b>ADULTS</b> Recover students from hallway if possible Lock the classroom door Turn out the lights Move away from sight Maintain silence Do not open the door Prepare to evade or defend
	<b>EVACUATE! (A location may be specified)</b> <b>STUDENTS</b> Leave stuff behind if required to If possible, bring your phone Follow instructions	<b>ADULTS</b> Lead students to Evacuation location Account for students and adults Notify if missing, extra or injured students or adults
	<b>SHELTER! Hazard and safety strategy.</b> <b>STUDENTS</b> Use appropriate safety strategy for the hazard	<b>ADULTS</b> Lead safety strategy Account for students and adults Notify if missing, extra or injured students or adults

<b>Hazard</b>	<b>Safety Strategy</b>
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

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## Building Crisis Response Team

- Each site has a trained crisis response team to lead their building through an emergency

# Training and Exercises

## Required drills

- 5 evacuation drills
- 5 lockdown drills
- 1 severe weather drill



# NASP PREPaRE Model

Prevent and prepare

Reaffirm welfare

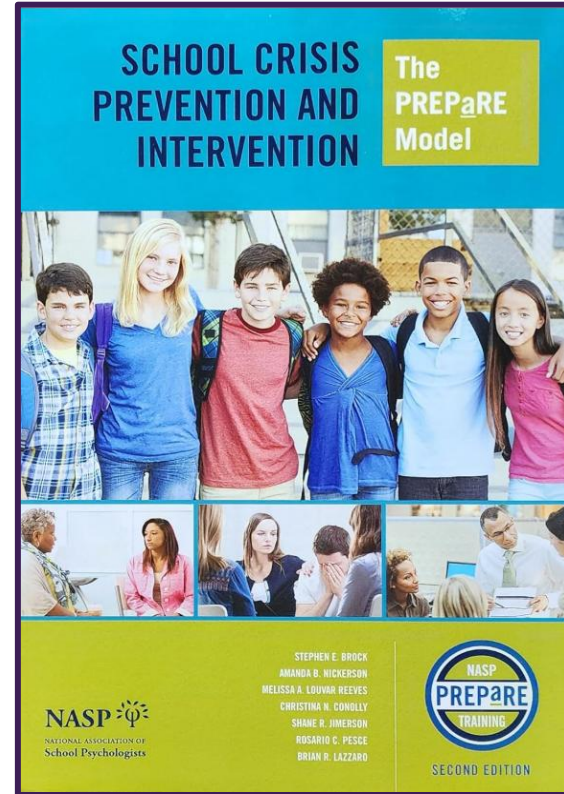
Evaluate trauma

Provide interventions

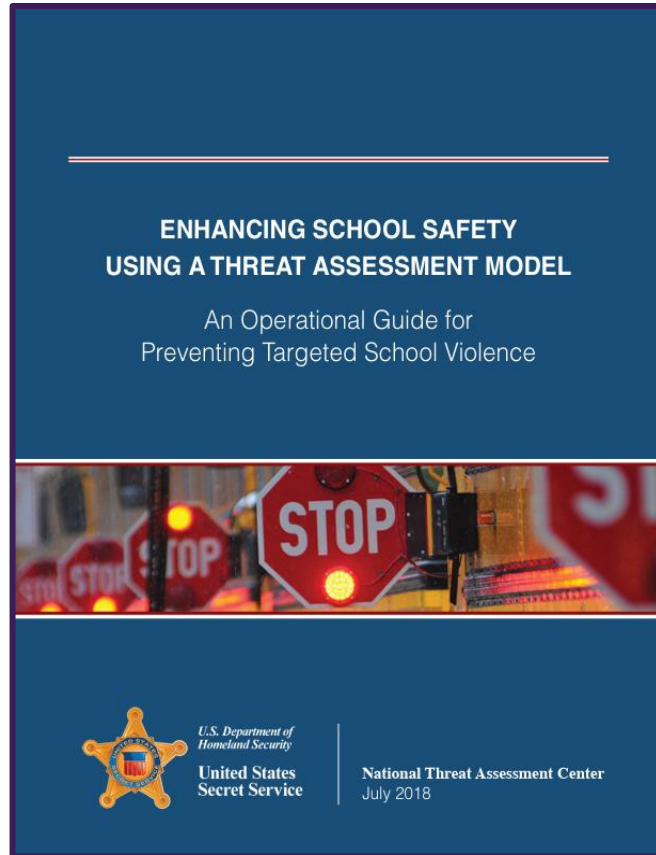
and

Respond to mental health needs

Examine effectiveness



# Behavior Threat Assessments



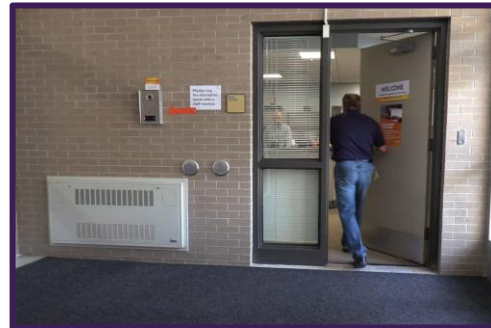
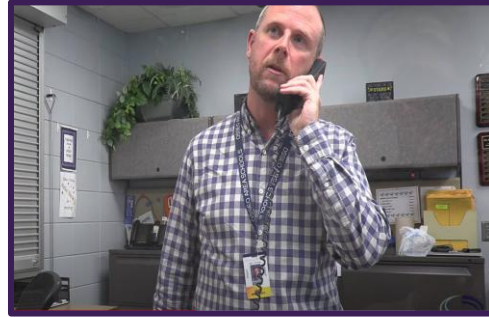
- Multi-Disciplinary Team Approach
- Non-Exclusionary Practices
- Non-Disciplinary Process
- Focus on Interventions and Supports



# Physical Security

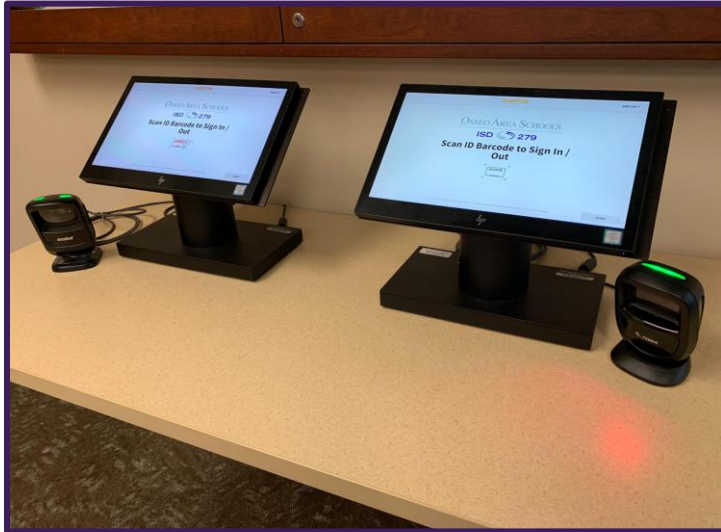
# Osseo Physical Security

## Single Secure Points of Entry



# Osseo Physical Security

## Raptor Visitor Safe



## Secured Doors

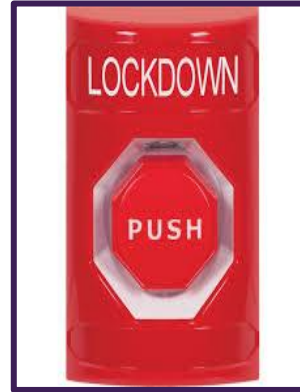


# Osseo Physical Security

## Panic Alarms



## Lockdown Notification System



# Osseo Physical Security

Camera system



Digital two-way radios



# Osseo Physical Security

Other systems





**People**

# District staff



20  
People

# Osseo Area Schools and STOPit Solutions are teaming up to empower you with safety technologies.

Use the STOPit mobile app or call  
**763-265-3636** at any time to report incidents  
to your school. Reporting is completely  
anonymous and only takes a few minutes.

## What can you report?

- Bullying
- Cyberbullying
- Harassment
- Violence, threats, or  
weapons possession
- Alcohol or drug related  
issues
- Discrimination



Call the TipLine  
**763-265-3636**



Download  
**STOPit**  
*today!*

Download on the  
App Store



GET IT ON  
Google Play



21  
People

# Security and Emergency Management Advisory Committee (SEMAC)

SEMAC Membership Includes:

- Community Partners (Cities of Brooklyn Park, Maple Grove, and Osseo)
- Parents and guardians (elementary, middle, and high schools)
- Students
- District Level Staff
- Principals, Student Services, Teachers, ESP's, Equity, Communications, Community Education, Operations, and Unions

# Partnerships & Community Safety Meetings

Brooklyn Park 



# School Resource Officers



**Thank You**



# Staff Safety Update

School Board Work Session

**Dr. Steve Flisk, Assistant Superintendent**

**Sonni Buerskin, Student Services Director**

**Amy Tollefson, District Level Principal**

**August 19, 2025**

# Outcomes

School board members will:

- learn about supports for students who are dysregulated during the school day;
- hear from building principals how these supports are used at their sites;
- understand the purpose of the Safety Committee.

# How do our students show up each day?



# Who Supports Student Behavior?

K-5	6-12	District Level Supports
<ul style="list-style-type: none"><li>● Counselor</li><li>● Social worker</li><li>● Behavior Intervention Teacher (BIT)</li><li>● Behavior ESP</li><li>● Administration</li><li>● Case manager</li></ul>	<ul style="list-style-type: none"><li>● Counselor</li><li>● Social worker</li><li>● Student Management Specialists (SMS)</li><li>● ESPs</li><li>● Administration</li><li>● Case manager</li></ul>	<ul style="list-style-type: none"><li>● District Behavior Specialists</li><li>● Student Services Administrators</li><li>● District Level Principal</li><li>● Safety and Security Management team</li><li>● Director Student Services</li></ul>

# What Might This Look Like?

Classroom incident occurs:

- Teacher provides support
  - Office Discipline Referral written if needed
- Behavior Intervention Teachers or SMS
- Counselor or social worker
- Case manager (special education)
- Building Administrators
- Partner with parent/guardian

# Universal Supports for Students

- Check in - Check Out
- Buddy room
- Movement breaks
- Sensory room
- Social skills development with social worker or counselor
- Restorative circle
- Safety plan
- Access to school based mental health provider
- Hennepin County Crisis Team
- District Behavior Specialist support
- Administrative dismissal
- Threat Assessment
- Parent/Guardian partnership



# Additional Supports for Students with IEPs

- Functional Behavioral Assessment and Behavior Support Plan
- Increased special education service minutes
- Shared or 1:1 ESP support
- District 287 NEXUS team referral
- Partial day
- Home based education
- Referral to district 287

# How Does This Look in Your Building?



Dr. Bart Becker  
Principal  
Maple Grove Senior



David Branch  
Principal  
Garden City Elementary



Dr. Antwan Harris  
Principal  
Park Center Senior



Ryan Gibbs  
Principal  
Oak View Elementary



# When Do District Level Administrators Become Involved?

- Consultation
- Approval for 3 or more days of suspension
- Threat assessment
- Collaboration with Student Services

# District and EMO Collaboration

District Community Based Solutions



## History of EMO Safety Meetings

- Community base solution
- K-12 first, then K-5 due to injury concentration data
- Emphasis on reporting
- First report of injury - now collecting per incident data

# District Wide EMO Safety Committee

<b>Who?</b>	Superintendent Dr. Hiel, EMO - Ternesha Burroughs, EMO - Michelle Denard, Assistant Superintendents, Executive Director of Technology, Safety and Security Team, District Principal, Student Services Director
<b>What?</b>	Bi-Monthly
<b>When?</b>	Collective problem solving, data review and continuous improvement
<b>Why?</b>	Support staff and student safety



# District Wide EMO Safety Committee Accomplishments

- Shift to Synergy for reporting student incidents in K-5
- Emphasized reporting of staff injuries

# Professional Development

## In Partnership with EMO

Spring 2024

Spring 2025

Fall 2025

## BEHAVIOR MANAGEMENT TRAINING

*GRADES PREK - THIRD*

**Dates:** April 23rd or 24th

**Time:** 4:30-6:00

**Location:** Education MN Osseo 9210  
Wyoming Ave N #200, Brooklyn Park

**Target Audience:** All teachers and  
ESPs working with students in  
grades PreK-3

**Additional Information:** Dinner will  
be provided; laptops not required

### LEARNING OUTCOMES

- Understand the functions of student behaviors
- Identify new behavior prevention strategies
- Add new behavior management strategies to your 'toolbox'
- Increase your confidence in deescalating tier 1 and tier 2 behaviors



**REGISTRATION  
IS REQUIRED**



*Presented by Osseo Area Schools in  
Partnership with Education Minnesota  
Osseo*



# Behavior Management Professional Development

Approx. 100 attendees each session

*“I have more strategies  
for encouraging my  
kids to work with me.”*

*“I can’t wait to try the  
4:1 strategy, LS, and  
QTIP.”*

*“I learned a lot about  
brain development.”*

# Targeted Safety Support Plans

- When there are three or more injuries in one week at one site, the lead principal is asked to complete a survey and identify and needed supports to reduce injuries.
- We will continue connecting with principals each time their site has three or more injuries in a week to offer support and resources

**Thank You**



Osseo Area  
Schools

# Naming the new elementary school

ONE OF 66 *BUILDING A BETTER FUTURE* PROJECTS

**KAY VILLELLA**

**AUG. 19, 2025**

43



## Construction over the summer months

- Ground work
- Beams starting to rise in the classroom sections and a good portion of the gyms
- On schedule to open fall of 2026
- Stay tuned for updates online at [OsseoSchools.org/BetterFuture](https://OsseoSchools.org/BetterFuture)



**Osseo Area  
Schools**

*A school's name should reflect the shared values of our community. By inviting submissions, community members have an opportunity to contribute to the school's identity and take pride in its future.*

**— Follows school board policy and procedure 811**

# Timeline and process

- May 30: Short message on process in superintendent update
- Aug. 4: Community informed; ideas welcomed
- Aug. 19: School board work session update
- Sept. 11: Final day to submit ideas
- Sept. 11+: Committee reviews submitted ideas and recommends one or a couple of names to the superintendent
- Sept. 23: Superintendent shares final recommendation with the board and asks board to vote

# To participate

- Go to the ThoughtExchange website by:
  - Scanning the QR code, or
  - Typing in [OsseoSchools.org/NewElementary](https://OsseoSchools.org/NewElementary)
- Follow the on-screen prompts
- Submit one or multiple ideas; rate others



# Ways opportunity is being shared

- Website
- Social media
- E-newsletters
- Email and text messages
- Have You Heard postcard (goes to all community members)
- Handouts at community events
- Media



## Mascot will kick off logo process

- Future families, specifically students, were also asked to provide ideas for a mascot.
- Logo ideas will be created with what families/students share as ideas for the mascot. The school community will help approve the final direction.

# Thank you

QUESTIONS? EMAIL [BETTERFUTURE@DISTRICT279.ORG](mailto:BETTERFUTURE@DISTRICT279.ORG)  
OR CALL 763-391-8990.



**Executive Summary: Refinement of Vision Card Metrics**

This summary details the cabinet’s work in refining Vision Card metrics to align with strategic priorities and eliminate redundancies. The updated Vision Cards aim to provide high-level, meaningful data for the school board and community to understand the district’s progress.

**Overview of the Process**

The cabinet engaged in a collaborative process focused on categorizing Vision Card metrics into four actions:

- Drop: Metrics redundant with other reports (e.g., World’s Best Workforce).
- Keep: Metrics that clearly indicate progress on strategic priorities.
- Add: Metrics addressing gaps, particularly around community engagement and equity.
- Improve: Metrics enhanced to better align with strategic directions and district goals.

**Key Considerations for “Out and Up” Reporting**

- Audience-Centered: The revised metrics prioritize data relevant to the board and community, highlighting progress toward strategic priorities without overwhelming detail.
- Strategic Alignment: Metrics were carefully selected to tell a cohesive story of district success and areas for growth.
- Rationale for Refinement: Examples include dropping metrics like detailed IT data, which are operational, and adding metrics like student and family surveys for community feedback.

**Feedback Summary Table**

Strategic Direction	Keep
A. Safe, Inclusive, and Welcoming Environments	<b>- Climate equity metrics (e.g., Equimetrics).</b>

B. Culture of Achievement	- <b>AVID participation and rigorous coursework.</b>
C. Inclusive Participation and Communication	- <b>Advisory committee representation metrics.</b>
D. Operational Innovation and Excellence	- <b>LRFP and equitable resource allocation metrics.</b>
E. Addressing Systemic Disparities	- <b>Recruitment and retention of diverse staff.</b>

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### Strategic Impact of Refinements

The revised metrics address key questions for the board and community:

1. Progress Monitoring: How well is the district advancing strategic priorities (e.g., culture of achievement, operational excellence)?
2. Equity and Inclusion: What progress has been made in addressing systemic disparities and fostering belonging?
3. Stakeholder Engagement: How effectively is the district engaging students, families, and staff?

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### Conclusion

The refined Vision Cards streamline reporting, focusing on meaningful, non-redundant metrics that reflect district priorities and community expectations. This refinement enhances transparency, builds trust, and ensures alignment with strategic goals, providing clear and actionable insights for "out and up" reporting to the board and community. The additional information below captures the 2023-2024 populated vision cards and the DAKI (Drop, Add, Keep, and Improve) exercise notes that reflect the key recommendations for refinement for each of the strategic directions.

**Vision Cards serve as critical data points toward the realization of the district’s mission.**

*Vision Cards: An Act of Management*-----

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



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

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

Element	Priority	Data Source	Intervene	Concern	Baseline	Progress	Vision	2020	2021	2022	2023	2024	2025		
Process	<b>A1. Positive Behavior Intervention &amp; Support (PBIS) Implementation Review</b>	<b>Tiered Fidelity Inventory (TFI)</b> (Keep for 2025, identify key components to track for 2026 and beyond - culturally responsive and aligned with MNMTSS)	≤ 39%	40-49%	50-59%	60-69%	≥ 70%	52%	62%	58%	60%	57%	54%		
Outcome	<b>A1. Classroom Environment</b>	Percentage of all 6-12 <u>students</u> who did not have an out-of-school suspension this year. Grades 6-12 for 2024-25, Will move to K-12 for 2026 <ul style="list-style-type: none"> <li>American Indian 91%</li> <li>Asian 98%</li> <li>Black 85%</li> <li>Hispanic 94%</li> <li>White 98%</li> <li>Multiracial 91%</li> </ul>										93%			
		Percentage of all 6-12 <u>disciplinary actions</u> that are non-exclusionary actions (not OSS) for select disciplinary codes.. Grades 6-12 for 2024-25, Will move to K-12 for 2026 <ul style="list-style-type: none"> <li>American Indian 83%</li> <li>Asian 79%</li> <li>Black 76%</li> <li>Hispanic 80%</li> <li>White 83%</li> <li>Multiracial 77%</li> </ul>									78%				
Process	<b>A1. Climate Equity Review</b>	Equimetrics Scales (keep for 2025, incorporate into Staff Stak. Surv in 2026)	Diversity	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	58%	58%	64%	67%	61%	
			Equity	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	58%	55%	59%	61%	57%	
			Inclusion	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	65%	62%	67%	68%	64%	
		Staff Stakeholder Survey (keep)	Environment & Communication	≤ 3.6	3.7-3.9	4.0-4.2	4.3-4.5	≥ 4.6	4.1	NA	4.0	4.1	4.0	4.2	55
			Race & Culture	≤ 2.9	3.0-3.2	3.3-3.5	3.6-3.8	≥ 3.9	3.4	NA	3.5	3.4	4.0	4.0	

			Safety	≤71%	72-76%	77-81%	82-86%	≥87%	81%	NA	78%	76%	74%	81%
Outcome	A1. Bullying, Harassment, & Student Safety	Minnesota Student Survey (report when available)	Bullying and Harassment	≤6.7	6.8-7.2	7.3-7.7	7.8-7.9	8.0	NA	NA	7.7	NA	NA	NA
			Safety	≤4.4	4.5-4.9	5.0-5.4	5.5-7.4	7.5	NA	NA	5.4	NA	NA	NA
Outcome	A1. Belonging, Help & Trusting Adults	Student Stakeholder Survey (new survey & baseline for 2024)	Belonging	≤58%	59-63%	64-68%	69-73%	≥74%	NA	NA	NA	NA	66%	68%
			Help	≤66%	67-71%	72-76%	77-81%	≥82%	NA	NA	NA	NA	74%	74%
			Trusting Adults	≤71%	72-76%	77-81%	82-86%	≥87%	NA	NA	NA	NA	79%	80%
			Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments	≤69%	70-74%	75-79%	80-84%	≥85%	NA	NA	76%	NA	79%	NA



**Osseo Area  
Schools**

# **Vision Card A**

Tuesday, August 19, 2025

**Dr. Bass, Sonni Buerskin, Dr. Kind, Amy Tollefson, Dr. Walker**



## Presentation Outcomes

- learn about and discuss the data measures for the high priority initiatives for Strategic Direction A; and
- explore the enhanced alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

**Vision Cards serve as critical data points toward the realization of the district's mission.**



## MISSION

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

## VISION

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

## CORE VALUES

HONOR AND  
INTEGRITY

BELONGING

INCLUSION

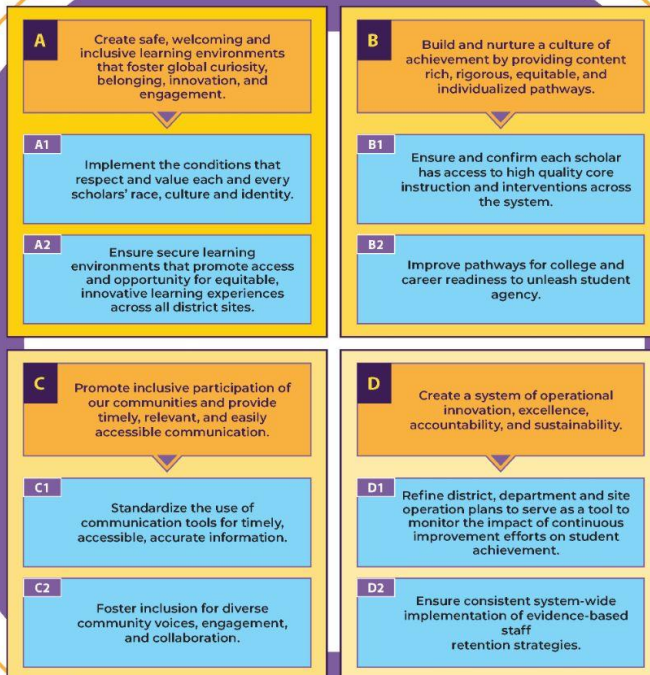
INNOVATION AND

EXCELLENCE

TRANSPARENCY

INTRINSIC VALUE

## Continuous Improvement Magnifier



How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?

## 3 Cs to align work

### CONSISTENCY

- Our responsibilities
- Our behavior
- Understanding our biases
- Understanding expectations

### CONNECTION

- Our relationships
- Our roles
- Our impact on others
- Build trust

### COHERENCE

- The why
- Our decisions
- Our data
- Weight on the system

# System Strategy Snapshot

## Strategy-Level Summary Scorecards: Direction A

Purpose: Summarize the set of core strategies within each priority and strategic direction, and map those strategies to the key process and outcome measures the system is focusing on improving

DIRECTION A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.									
Priority	Expected Outcome	Strategies	Related Measures		Cost & Implementation				
			Process Measures	Outcome Measures	Students Served	Grade Levels	Total Campuses	SY 24-25 Budget	\$PP
A1. Implement the conditions that respect and value each and every scholar's race, culture and identity.	Increase students' sense of safety, belonging, and inclusion:	Tier 1 SEL Curriculum Implementation (Harmony and Character Strong)	Learning Walks	90% of sites have implemented Tier 1 SEL curriculum	20,500	PK-12	25	PK-5 Free 6-12 \$13,589	\$0.66
		Positive Behavior Intervention Supports (PBIS)  District Behavior Specialist (DBS) Program	Tiered Fidelity Inventory at 70%  Quarterly data review	Increase in Non-exclusionary disciplinary actions  92% of students maintain their federal setting	20,500	PK-12	25		

# System Strategy Snapshot

## Strategy-Level Summary Scorecards: Direction E

*Purpose: Summarize the set of core strategies within each priority and strategic direction, and map those strategies to the key process and outcome measures the system is focused on improving*

DIRECTION E: Address, acknowledge, and reduce system disparities, barriers and inequities as we lead, develop, and align our district toward continuous improvement									
Priority	Expected Outcome	Strategies	Related Measures		Cost & Implementation				
			Process Measures	Outcome Measures	Students Served	Grade Levels	Total Campuses	SY 24-25 Budget	\$PP
<b>E2.</b> Apply evidence from multiple data sources to drive rigorous system improvement.	100% of sites will complete at least one Equity Transformation Cycle (ETC) during the 2025-2026 school year	Equity Team Seminar	Check-ins with Equity Staff	Completion of ETC	N/A	N/A	N/A	N/A	N/A

# STRATEGIC DIRECTION

**Priority: What is most important to focus on within the strategic direction**

**Expected Outcome: What we hope will happen if we focus on the priority.**

**Strategy: The main actions we will take to reach the expected outcome.**

**Process Measures: Implementation Measures**

**Outcome Measures: Impact Measures**



**Osseo Area  
Schools**

## ***Strategic Direction A***

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

# STRATEGIC DIRECTION A

**Priority: Implement the conditions that respect and value each and every scholar's race, culture and identity.**

**Expected Outcome: Increase students' sense of safety, belonging, and inclusion:**

**Strategy: Tier 1 SEL Curriculum**

**Strategy: PBIS**

**Process Measures: Tiered Fidelity Inventory**

**Outcome Measures: Increase in non-exclusionary disciplinary actions**

# Priority and Strategic Connection

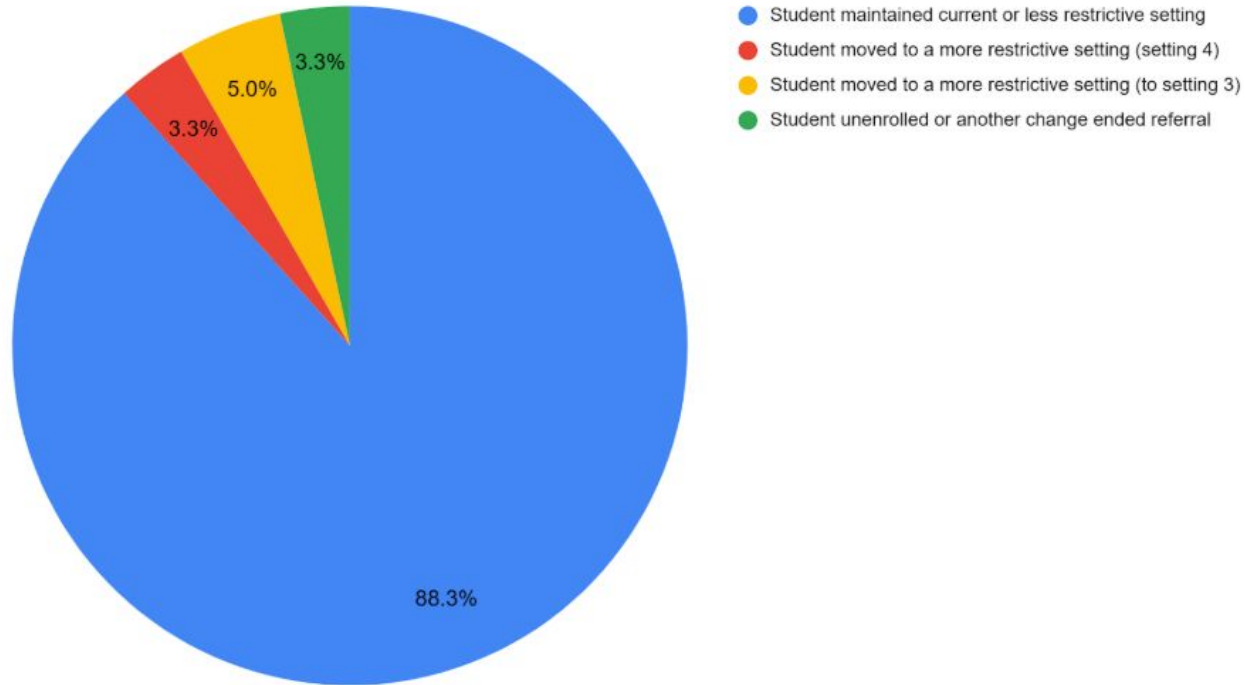
Priority	Strategies
<b>A1.</b> Implement the conditions that respect and value each and every scholar's race, culture and identity.	Tier 1 SEL Curriculum Implementation (Harmony and Character Strong)
	Positive Behavior Intervention Supports (PBIS)
	District Behavior Specialist (DBS) Program

# Measures

<b>Process Measures (Implementation)</b>	<b>Outcomes Measures (Impact)</b>
<ul style="list-style-type: none"><li>● <b>Learning Walks</b></li><li>● <b>Tiered Fidelity Inventory</b></li><li>● <b>Quarterly Data Review</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Non Exclusionary disciplinary actions</b></li></ul>

# District Behavior Specialist Program

Student Specific Referrals(full and consult) outcomes



# Non-Exclusionary Discipline Practices

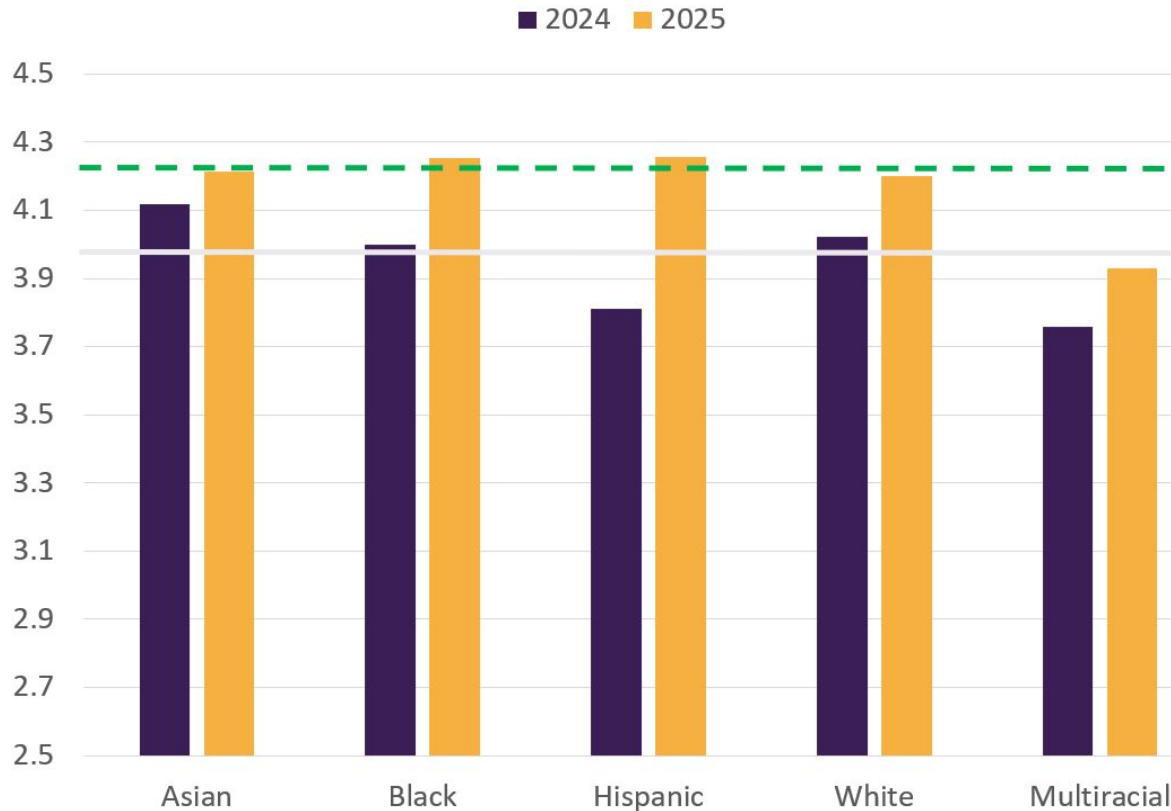


- **No dismissals in early learning & K-3**
- **Expulsion/exclusion used only as a last resort**
- **Use of non exclusionary discipline**
  - Working with families and community supports
  - Creating a written plan with parents/guardians
  - Referring to needed services and supports

# Non-Exclusionary Discipline Practices

<b>Working with families and community supports</b>	<ul style="list-style-type: none"><li>● Parent caregiver contact and/or conference</li></ul>
<b>Creating a written plan with parents/guardians</b>	<ul style="list-style-type: none"><li>● Learning plan</li><li>● Alternative to suspension</li></ul>
<b>Referring to needed services and supports</b>	<ul style="list-style-type: none"><li>● Check in - check out</li><li>● Restorative practices</li><li>● Counselor or social worker referral</li><li>● Case manager consult (students that receive specialized services)</li><li>● Behavior Threat Assessment</li></ul>

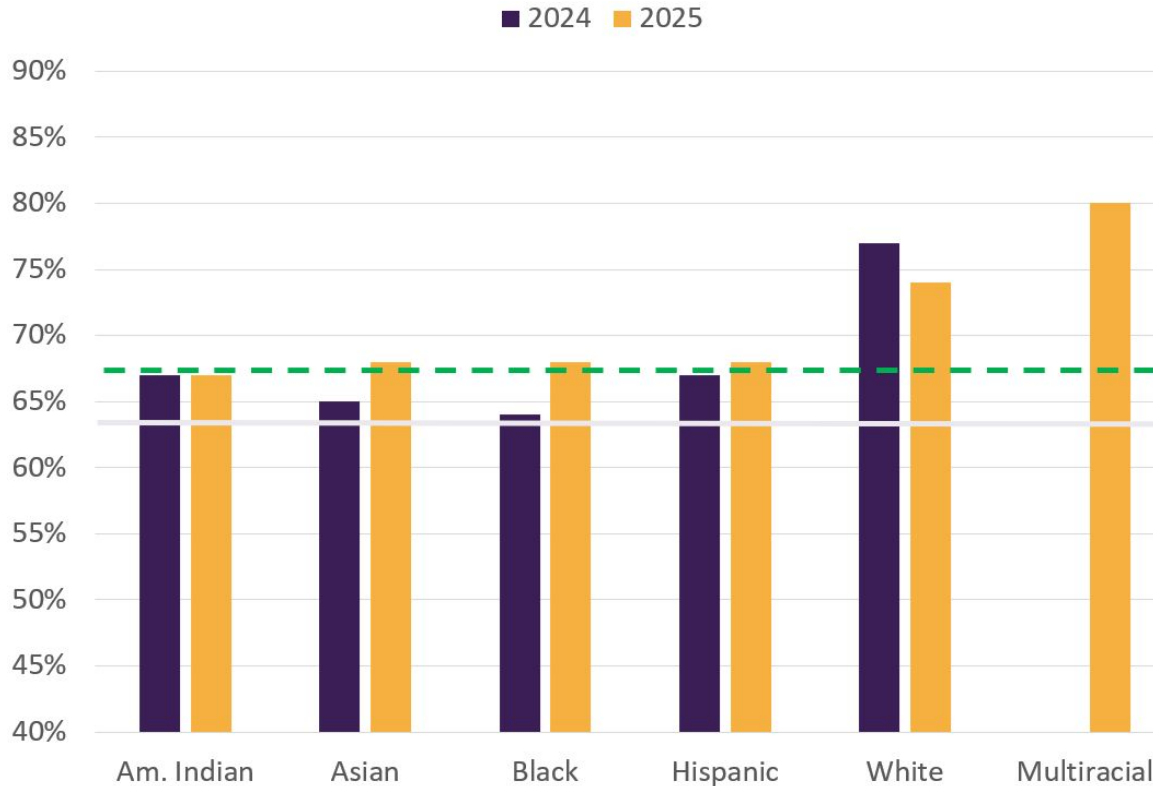
# Staff Stakeholder-Environment and Communications



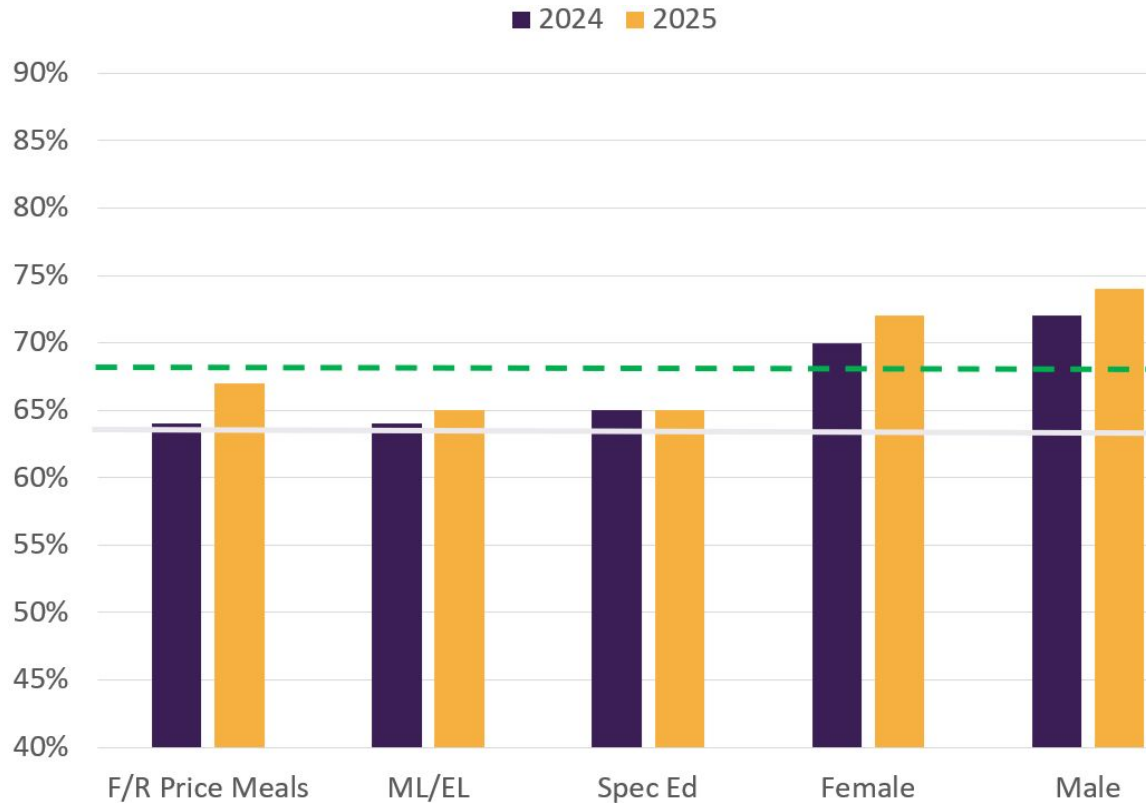
# Student Survey Results

Scales and Questions	% Positive
<b><i>Belonging</i></b>	<b>73%</b>
At my school, teachers care about students.	85%
I am comfortable sharing my thoughts and ideas at school.	63%
I build friendships with other people.	76%
I feel like I belong at school.	71%
I feel respected at school.	72%
<b><i>Help</i></b>	<b>78%</b>
I have what I need to be successful at school.	87%
An adult at school has talked to me about how I am doing in my classes.	66%
If I have problems at school, the adults listen to me and help me.	79%
If I have a problem, I have at least one adult at school that I can turn to.	78%
<b><i>Trusting Adults</i></b>	<b>82%</b>
The school rules are fair.	69%
I can count on the adults at my school to help me learn and achieve.	83%
Adults treat me with respect.	85%
Adults in this school care about me.	81%
Adults in my school trust me.	84%
Adults in my school believe I can learn and will be successful.	88%

# Student Survey-Sense of Belonging

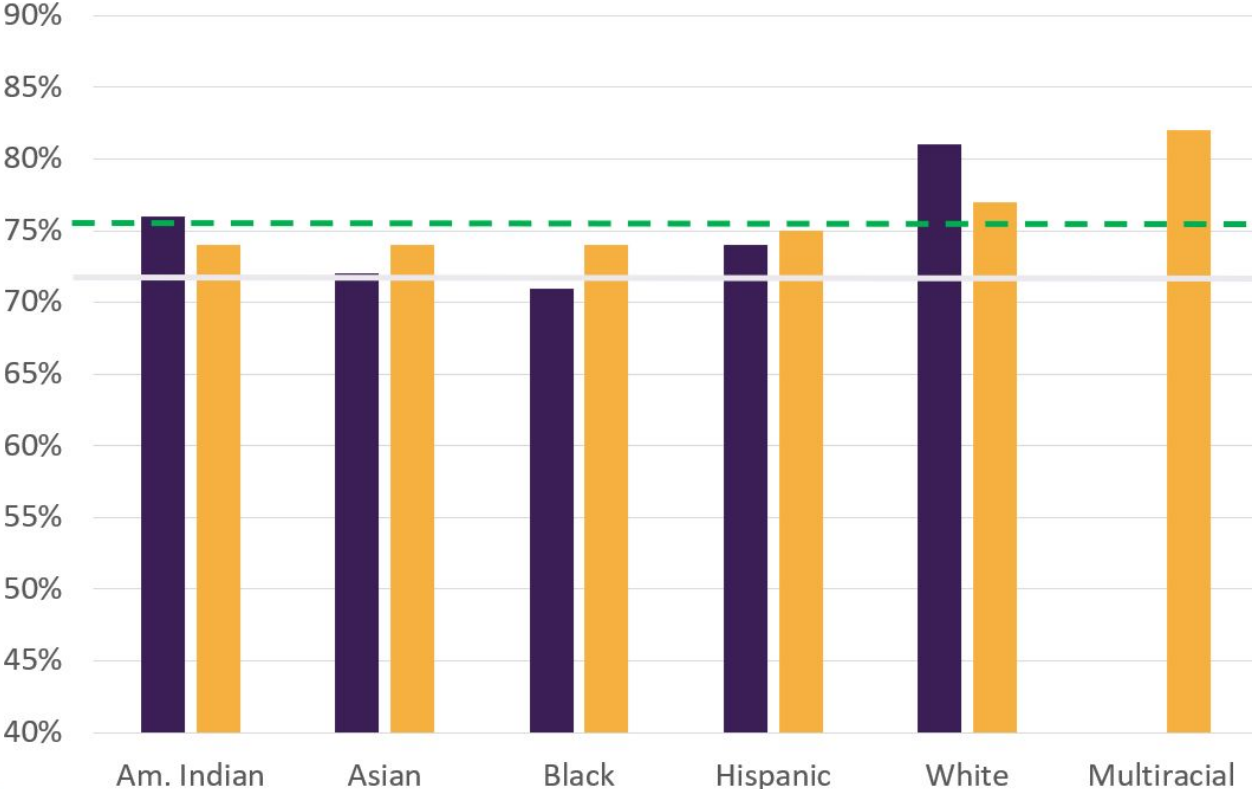


# Student Survey-Sense of Belonging



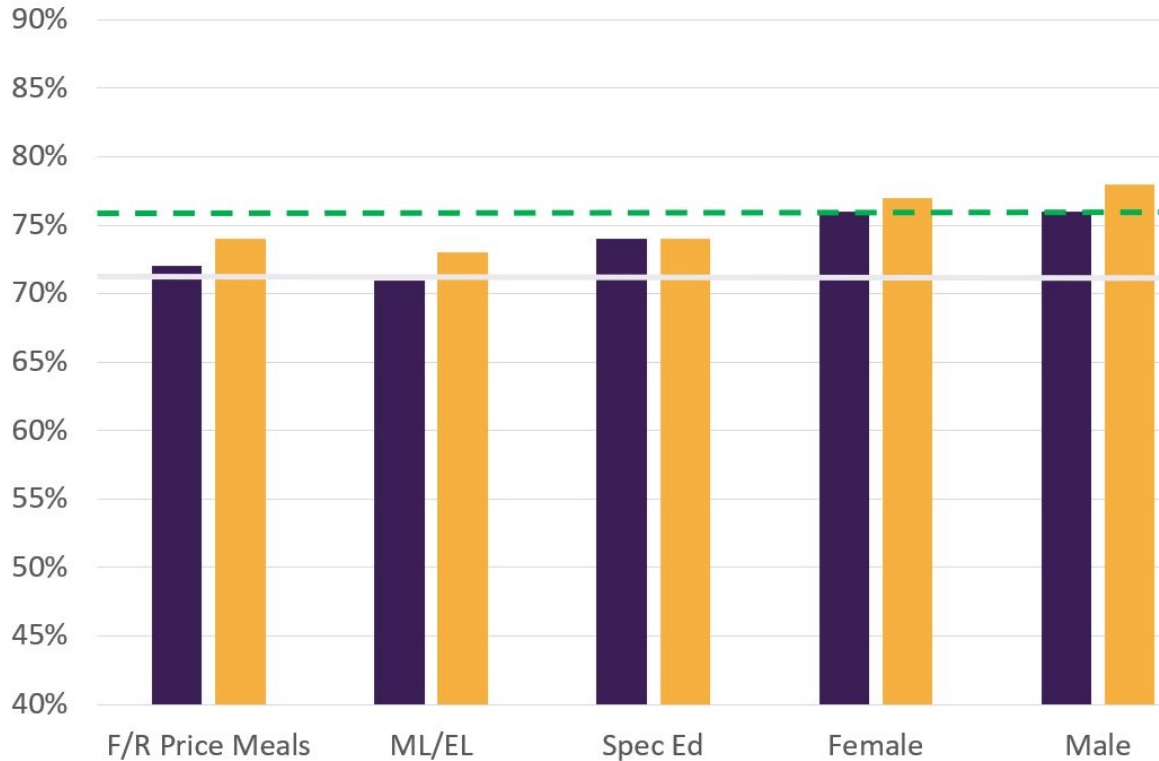
# Student Survey-Help

■ 2024 ■ 2025



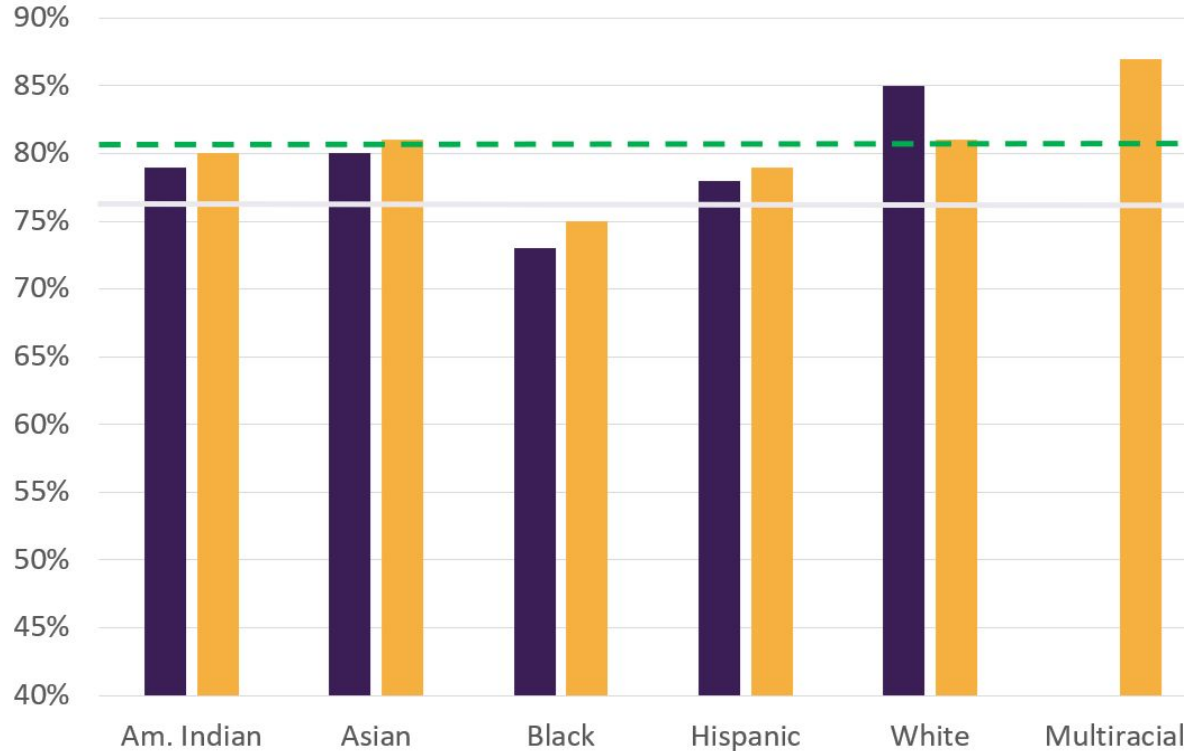
# Student Survey-Help

■ 2024 ■ 2025

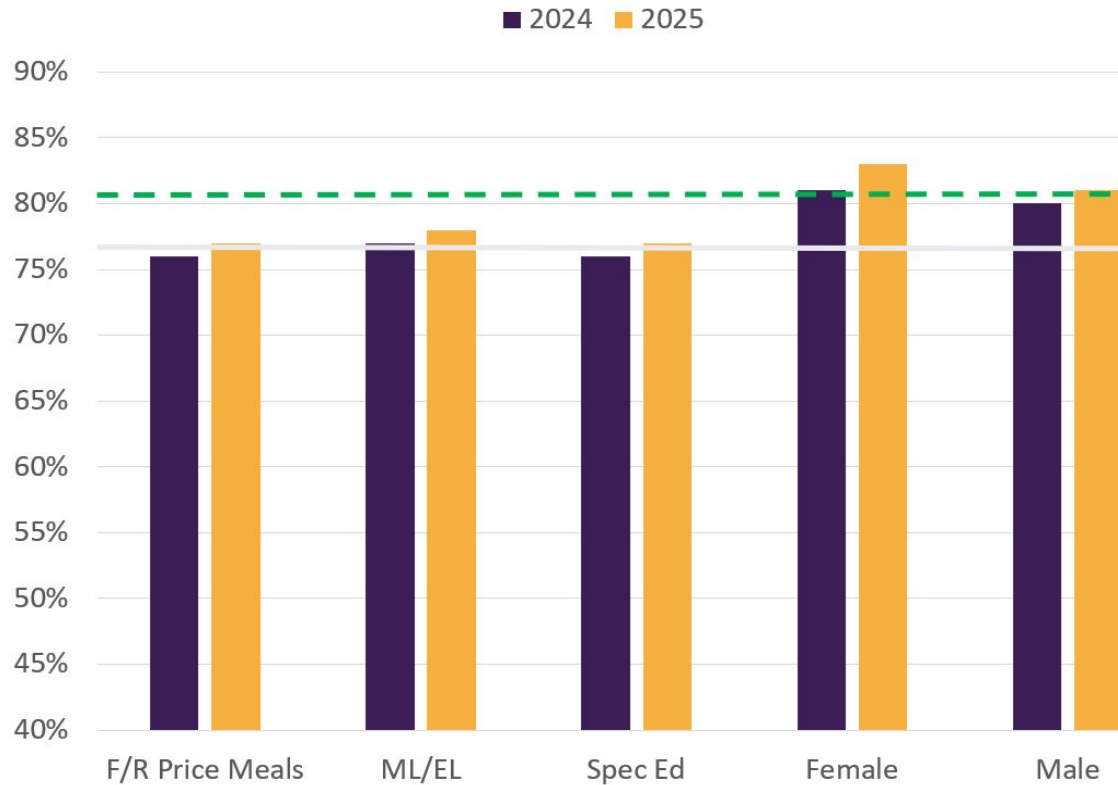


# Student Survey-Trusting Adult

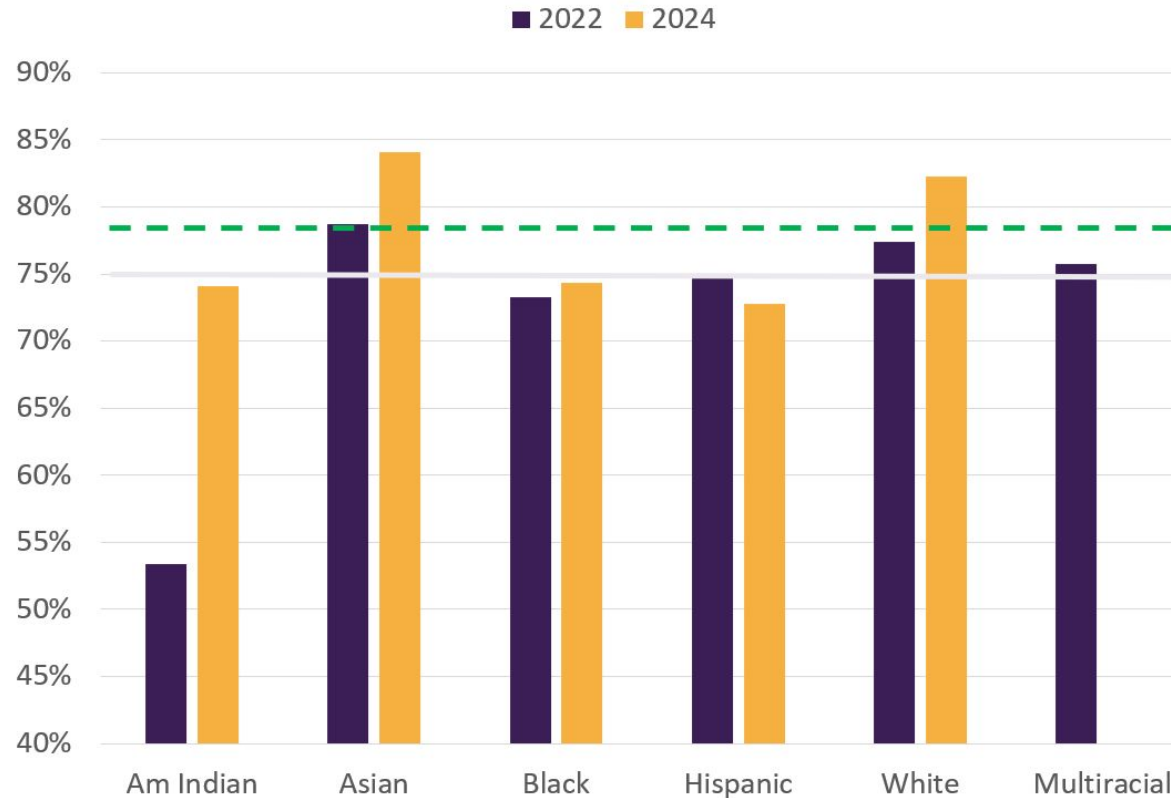
■ 2024 ■ 2025



# Student Survey-Trusting Adult

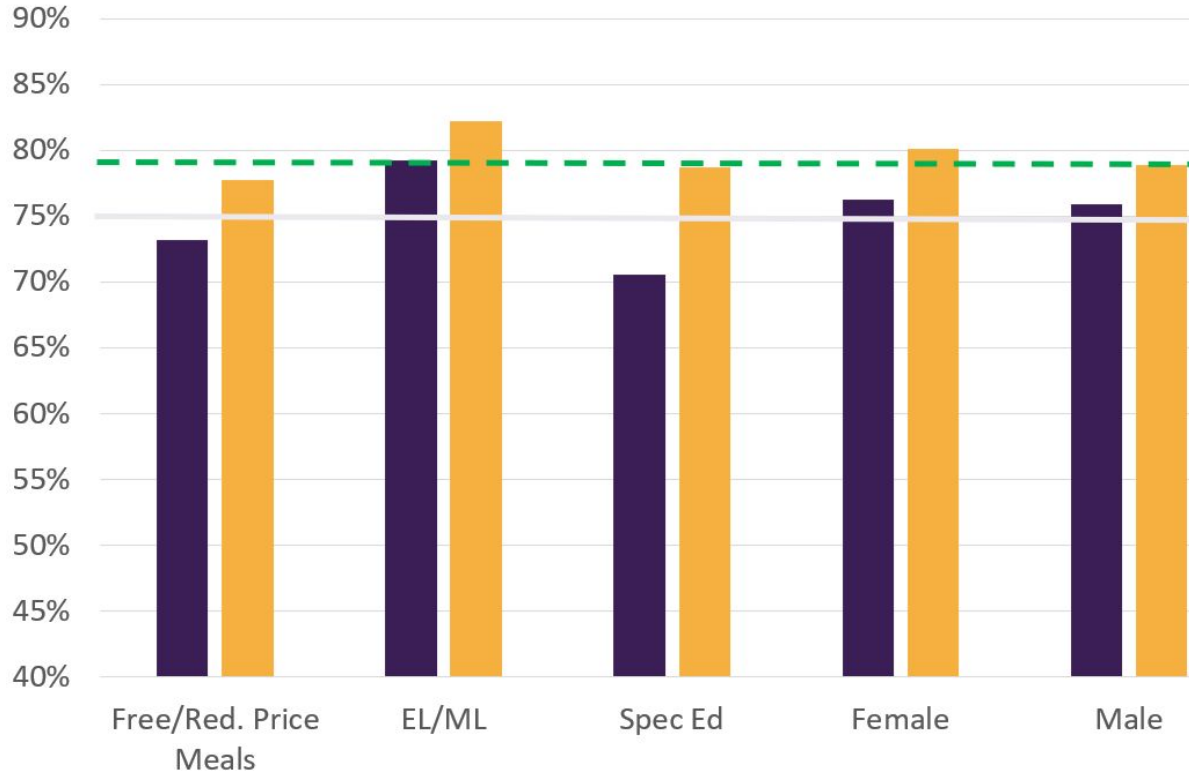


# Family Stakeholder Survey

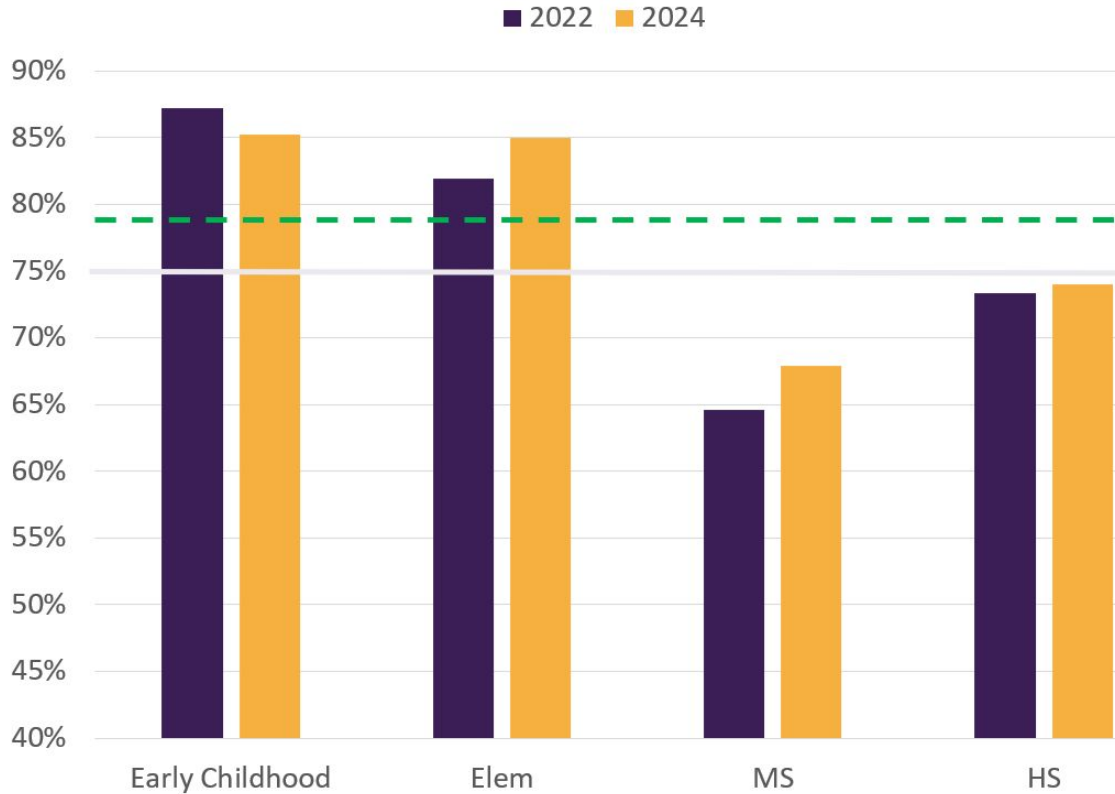


# Family Stakeholder Survey

■ 2022 ■ 2024



# Family Stakeholder Survey



# Continuous Improvement Magnifier

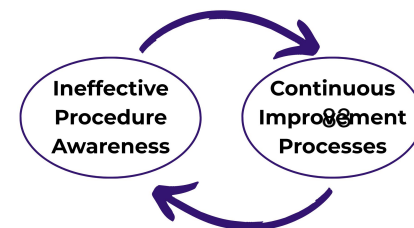
E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?

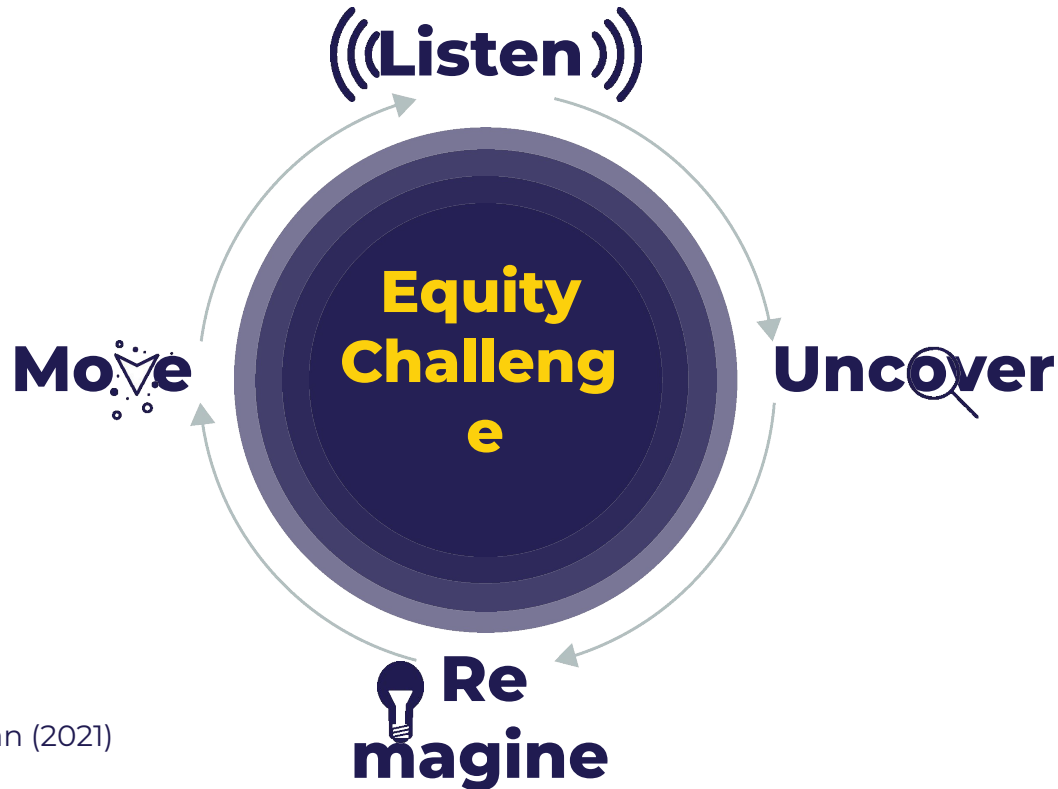


# Continuous Improvement Magnifier

Priority	Strategies
<b>E2.</b> Apply evidence from multiple data sources to drive rigorous system improvement.	Equity Transformation Cycle



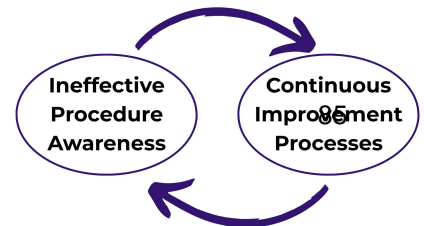
# Equity Transformation Cycle in Action



Adapted from Safir and Dugan (2021)

# Measures

<b>Process Measures (Implementation)</b>	<b>Outcomes Measures (Impact)</b>
<ul style="list-style-type: none"><li>• <b>Check-ins with Equity Staff</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Completed Equity Transformation Cycle</b></li></ul>





# Pause and Process

## Alignment Check

- How well do the measures reflect the strategies and priorities in Strategic Direction A?

## Priorities in Action

- Where are the measures strong in showing progress — and where could they better connect to our goals?

## Out and Up Focus

- Do the measures clearly communicate our progress out and up to the board and community, or are they more internal? What could strengthen the community connection?



## Next Steps

- Collect input and develop the new process (implementation) and outcome (growth & impact) measures.
- Complete the system strategy snapshot for the remaining high leverage strategies.
- Integrate the school board feedback<sup>87</sup> into further refinement.



Osseo Area  
Schools

**THANK YOU!**

**Strategy-Level Summary Scorecards: Direction A**

*Purpose: Summarize the set of core strategies within each priority and strategic direction, and map those strategies to the key process and outcome measures the system is focused on improving*

DIRECTION A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.									
Priority	Expected Outcome	Strategies	Related Measures		Cost & Implementation				
			Process Measures	Outcome Measures	Students Served	Grade Levels	Total Campuses	SY 24-25 Budget	\$PP
<b>A1.</b> Implement the conditions that respect and value each and every scholar's race, culture and identity.	Increase students' sense of safety, belonging, and inclusion:	Tier 1 SEL Curriculum Implementation (Harmony and Character Strong)	Learning Walks	90% of sites have implemented Tier 1 SEL curriculum	20,500	PK-12	25	PK-5 Free 6-12 \$13,589	\$0.66
		Positive Behavior Intervention Supports (PBIS)  District Behavior Specialist (DBS) Program	Tiered Fidelity Inventory at 70%  Quarterly data review	Increase in Non-exclusionary disciplinary actions  92% of students maintain their federal setting	20,500	PK-12	25		

## Strategy-Level Summary Scorecards: Direction E

Purpose: Summarize the set of core strategies within each priority and strategic direction, and map those strategies to the key process and outcome measures the system is focused on improving

DIRECTION E: Address, acknowledge, and reduce system disparities, barriers and inequities as we lead, develop, and align our district toward continuous improvement									
Priority	Expected Outcome	Strategies	Related Measures		Cost & Implementation				
			Process Measures	Outcome Measures	Students Served	Grade Levels	Total Campuses	SY 24-25 Budget	\$PP
E2. Apply evidence from multiple data sources to drive rigorous system improvement.	100% of sites will complete at least one Equity Transformation Cycle (ETC) during the 2025-2026 school year	Equity Team Seminar	Check-ins with Equity Staff	Completion of ETC	N/A	N/A	N/A	N/A	N/A

## Monitoring Report Strategic Plan Implementation

**Date:** August 2025

**Authors:** Dr. Bryan Bass, Assistant Superintendent of Equity & Achievement  
Sonni Buerskin, Director of Student Services  
Dr. Jill Kind, Director of Learning & Achievement  
Dr. Michael Walker, Director of Educational Equity  
Amy Tollefson, District Level Principal  
Dr. Tom Watkins, Coordinator of Data and Assessment

**Topic:** 2023-2024 Vision Card A Review

**Purpose:** The purpose of this executive summary is to:

- provide information on the 2023-2024 and select 2024-2025 data for the High Priority Initiatives for Strategic Direction A and the Continuous Improvement Magnifier,
- show alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

### Executive Summary

The focus for Strategic Direction A is creating safe, welcoming, and inclusive environments. The Continuous Improvement Magnifier (formerly Strategic Direction E) tracks how well the district uses evidence-driven cycles to close gaps and improve equity.

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### Introduction

**Vision Cards serve as critical data points toward the realization of the district's mission.**

Vision Cards track the district's progress toward strategic goals by aligning data with the Strategic Roadmap. Created by administrators with board guidance, they measure performance, identify growth or gaps, and support continuous improvement through clear, measurable goals tied to the district's overall vision.

**Definition Statement:** Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.

### Reimagining Vision Card and Expectations for Monitoring Reports

This year, we reimaged our [Vision Card Metrics](#) to closely align with strategic priorities, eliminate redundancies, and provide high-level, meaningful data for the school board and community to understand the district's progress.

## Overview of the Process

The cabinet engaged in a collaborative process focused on categorizing Vision Card metrics into four actions: Drop, Add, Keep, and Improve (DAKI).

We also partnered with a national non-profit, *Education Resource Strategies*, which works with districts across the country to develop systems to assess the impact of their systems' strategies to drive positive outcomes for students- a process they call '[System Strategy ROI](#).' Through that partnership, we have worked to identify the key strategies within each of our strategic directions that the system is investing in to drive improvements toward our goals. We've also begun to identify the investments aligned with that strategy, and the set of process and outcome metrics that we want to monitor for those strategies. This will allow us as a district to more clearly understand how our work is driving toward the outcomes we expect, and what actions we need to take to improve our progress toward those goals.

## The "Reimagined" Vision Cards

The Reimagined Vision Cards will focus on "Out and Up" Reporting. Moving forward, they will:

- Clearly reflect the alignment between the measures selected and our Strategic Directions and Priorities
- Show how the strategies or high leverage practices influence progress toward our desired outcomes.

This may also introduce *new* baseline data that we haven't collected in the past, alongside the comparison data we've previously shared.

Lastly, you will see that alongside our Vision Cards, we will be sharing a [Strategy Snapshot](#) that provides a summary of the strategies that the district has mapped to the highest priority (HP) and focused priority (FP) for each Strategic Direction. For each strategy, we've included the process and outcome measures we intend to collect, and the per-pupil investment currently being made, where possible.



## Key Considerations for "Out and Up" Reporting (in [Reimagine Vision Card](#))

- Audience-Centered: The revised metrics prioritize data relevant to the board and community, highlighting progress toward strategic priorities without overwhelming detail.
- Strategic Alignment: Metrics were carefully selected to provide transparency; to tell a cohesive story of district success and areas for growth.
- Rationale for Refinement: Examples include dropping metrics like detailed IT data, which are operational, and adding metrics like student and family surveys for community feedback.

Metric Types (from ERS’s SSROI [paper](#))

**Metrics to Consider**

Process Measures	Outcomes Measures
<ul style="list-style-type: none"> <li>Fidelity of Implementation Measures</li> </ul>	<ul style="list-style-type: none"> <li>Impact Measures</li> </ul>

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

Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>
<i>A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>	<ul style="list-style-type: none"> <li><b>Multi-Tiered Systems of Support - PBIS</b> <ul style="list-style-type: none"> <li>Social Emotional Learning (T1)</li> <li>Trauma-informed practices (T1-3)</li> <li>Restorative Practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Building a Better Future</b> <ul style="list-style-type: none"> <li>Next steps</li> <li>Planning and construction</li> </ul> </li> <li><b>#DL4A: 279Online/ 279Excel - phase V</b></li> <li><b>Identity-based Harm Protocol</b></li> <li><b>Identity-based board resolutions</b> <ul style="list-style-type: none"> <li>LGBTQIA+ History and Culture</li> </ul> </li> </ul>

## Strategies and Outcomes

Priority	Expected Outcome	Strategies
<b>A1.</b> Implement the conditions that respect and value each and every scholar's race, culture and identity.	Increase students' sense of safety, belonging, and inclusion:	Tier 1 SEL Curriculum Implementation (Harmony and Character Strong) Positive Behavior Intervention Supports (PBIS) District Behavior Specialist (DBS) Program

### Measures

The following measures are categorized as either process measures, which focus on implementation and progress or outcome measures which focus on impact and outcome.

As noted in the ERS System Strategy Snapshot provides details of this relationship as well as information on the Return on Investment can be found in the [appendix](#) of this document.

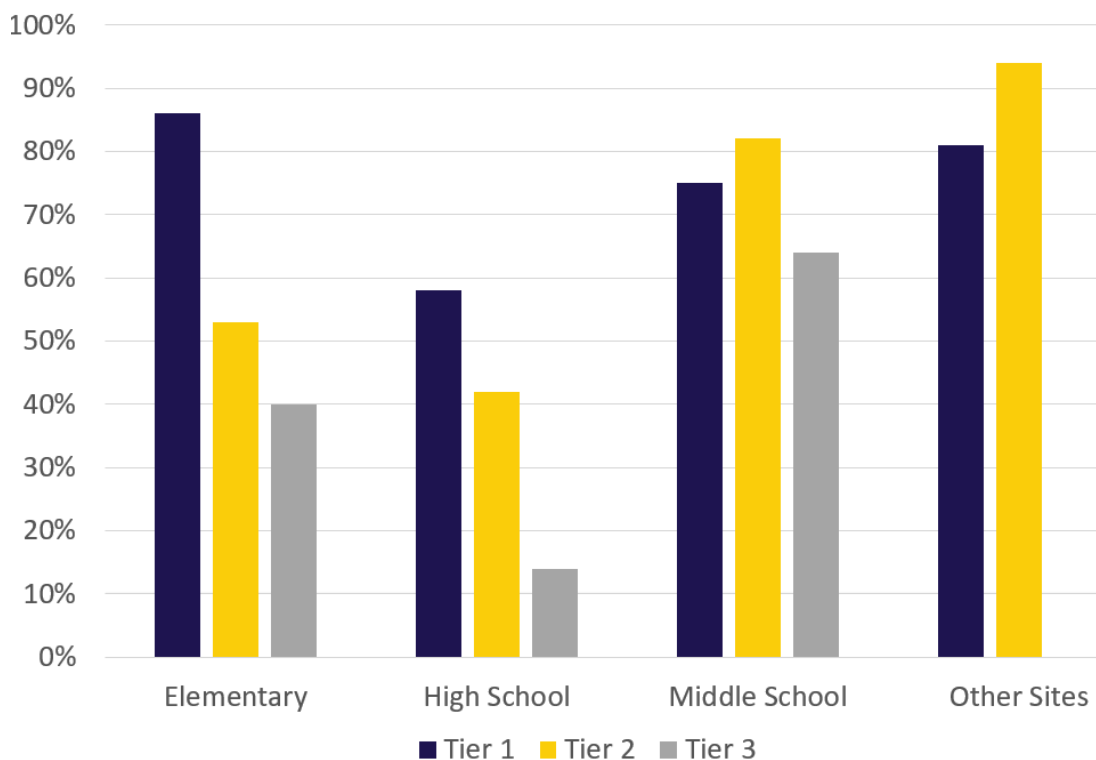
For Priority A1, our data sources, in order in which they appear, are:

- Positive Behavior Intervention & Support (PBIS) Implementation Review
- District Behavior Specialist Program
- Climate Equity Review
- Belonging, Help & Trusting Adults

### Priority A1. Positive Behavior Intervention & Support (PBIS) Implementation Review (Process Measure) Tiered Fidelity Inventory (TFI)

The [Tiered Fidelity Inventory \(TFI\)](#) is a process indicator. It is used to determine the degree to which school staff are implementing the core features of Positive Behavior Intervention & Support (PBIS). This instrument is administered two times each school year by a team from each site and it includes three sections: Tier 1: Universal School-wide Positive Behavioral Interventions and Supports (SWPBIS) Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. For this Vision Card indicator, we are using TFI Total Ratio as our primary measure, with a benchmark set at 60%. This was because: (a) all of the components of the TFI count in the results, (b) this reflects the research base behind PBIS, (c) these results will be meaningful, manageable and sustainable for reporting, and (d) the benchmark will be reasonable and yet challenging because it represented the top 30% of all TFI's administered in Osseo and among comparable districts in 2022-23. The district's TFI Total Ratio has decreased 3% each year since 2022-23.

The following chart provides the TFI total ratio scores for each tier and by site type for the 2024-25 school year:



### Priority A1. District Behavior Specialist Program

The district currently employs five District Behavior Specialists (DBSs) to provide targeted support for students exhibiting significant behavioral challenges. Of the five specialists, four are dedicated exclusively to supporting students receiving special education services. The fifth specialist, a newly established position for the 2024–2025 school year, is focused on supporting general education students.

The primary objective of the DBS program is to offer comprehensive support and consultation to school teams when students experience behavioral difficulties. The intended outcome of this intervention is to help students maintain their current federal setting (FS), ensuring continuity in their educational environment and access to appropriate services and general education peers.

A student’s federal setting refers to the percentage of the school day spent receiving special education services outside of the general education classroom. The settings are classified using the following numerical codes:

**FS 00** – General education student

**FS 01** – Receives special education services for 20% or less of the school day

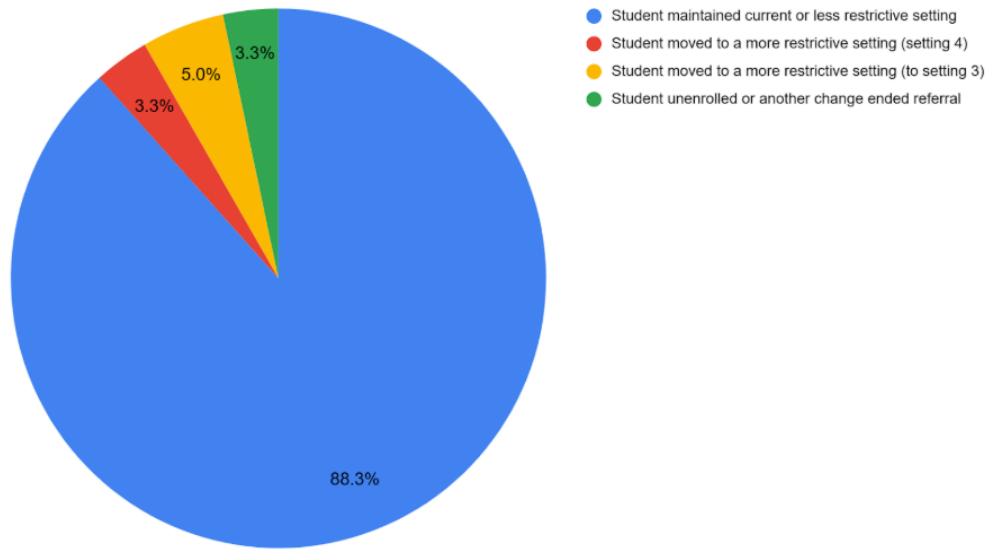
**FS 02** – Receives special education services for 21%–60% of the school day

**FS 03** – Receives special education services for 61% or more of the school day

**FS 04** – Receives services at a separate site (e.g., Intermediate District 287)

The DBS program continues to demonstrate a strong positive impact. During the 2024–2025 school year, 88.3% of students who received support from a District Behavior Specialist successfully maintained their federal setting. This outcome highlights the program's effectiveness in providing meaningful behavioral interventions and supporting inclusive educational placements. The chart below provides additional details on the outcomes of the 2024-2025 DBS program.

Student Specific Referrals(full and consult) outcomes



**Priority A1. Climate Equity Review**

Equimetrics Scales - Diversity, Equity, and Inclusion

The next indicator, the Climate Equity Review, includes three scales from the Equimetrics Survey. Equimetrics is a pulse survey that Osseo Area Schools, in collaboration with an outside organization, Infinity Systems, conducts annually to assess how the district rates in the areas of diversity, equity, inclusion, and cultural competency. The survey consists of nine scales (groups of related statements), and in this indicator we focus on three: *Diversity, Equity, and Inclusion*.

In 2025, a total of 1097 staff members completed the survey for a response rate of 34%. To each question staff responded on a scale of 1-10. A response of 9 or 10 indicates that they “Strongly Agree”, a response of 7 or 8 indicates they “Agree”, and a response of 1 to 6 indicates they “Neutral to Strongly Disagree”. The percentages in the table below show the percentage of staff who indicated they agree or strongly agree with the statement. It is important to note that a response would need to be a 7 or higher to be included in the agree or strongly agree category. This sets a higher bar for agreement than a typical 4 or 5 point scale, but allows for more granularity when examining responses as survey responses tend to skew positively.

This table provides the results for each scale and question:

Scales and Questions	2021	2022	2023	2024	2025
<b>Diversity</b>	<b>58.3</b>	<b>57.9</b>	<b>64.0</b>	<b>66.8</b>	<b>69.2</b>
01. My organization actively promotes diversity (within the organization).	66.7	66.3	73.1	75.0	78.6
02. My organization actively promotes diversity with partners, vendors and other stakeholders (outside the organization).	52.0	50.7	55.7	59.3	62.1
03. My organization seeks diversity in our hiring practices.	61.6	62.9	68.3	70.9	72.8
04. In my work group, we have varying backgrounds and/or experiences among team members.	52.8	51.6	59.1	62.0	63.5
<b>Equity</b>	<b>57.6</b>	<b>55.3</b>	<b>59.2</b>	<b>61.2</b>	<b>64.4</b>
05. My organization creates equal access to resources for underrepresented populations.	62.0	60.3	62.9	66.1	68.1
06. My organization creates equal access to opportunities for underrepresented populations.	61.0	58.6	61.6	64.0	69.8
07. In my organization, underrepresented populations are supported.	61.3	58.6	63.2	62.6	64.7
08. In my work group, we have proportional representation and participation in all activities.	45.7	43.9	49.1	52.2	54.8
<b>Inclusion</b>	<b>64.8</b>	<b>61.5</b>	<b>66.5</b>	<b>68.0</b>	<b>73.0</b>
09. In my organization, people are included, regardless of background or experience.	65.8	64.5	67.5	70.2	74.6
10. My organization supports me to share my own unique ideas and suggestions.	60.3	57.2	61.8	64.4	71.8
11. In my work group, we regularly share ideas and learn from other backgrounds and experiences.	64.8	60.9	67.3	67.0	71.6
12. I have a person or group that is a source of support or advocacy in my organization.	68.4	63.5	69.4	70.2	73.9

Overall, in each year the *Inclusion* scale had the highest rate of agreement, at 73.0% in 2025.

The two statements with the highest levels of agreement were: “My organization actively promotes diversity (within the organization)” at 78.6%, and “In my organization, people are included, regardless of background or experience” at 74.6%. Additionally, this year every question within these three segments of the Climate Equity Review saw an increase in agreement.

### Staff Stakeholder Survey

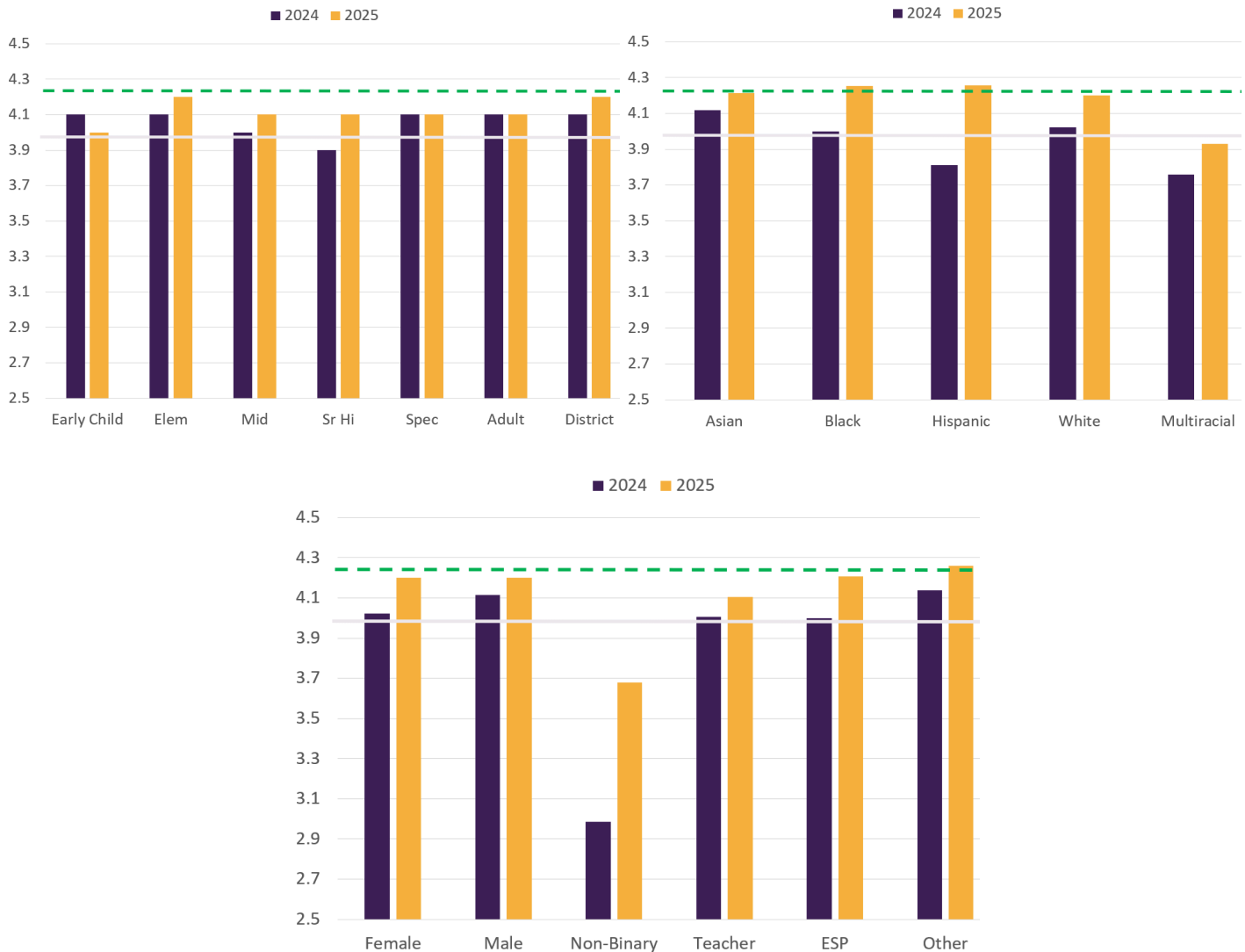
This process measure includes two scales (groups of questions) and one question from the Staff Stakeholder Survey, which is typically administered in the winter each year. For each question, teachers could respond "Strongly Agree", "Agree", "Neutral", "Disagree", "Strongly Disagree" or "Not Applicable". For scales, we used the average score (with Strongly Agree = 5, Agree = 4, etc.), and for questions we used the percent responding "Strongly Agree" or "Agree." The results by question and scale are below. The question “I feel safe in my work environment” is part of the *School Environment and Communication* scale but is also being used as a measure on its own.

School/Department Environment & Communication Scale	% Agree/ Usually
Staff at school/work make me feel welcome.	88%
I feel safe in my work environment.	81%
Staff consistently provides helpful customer service.	86%
I am treated with respect by my colleagues.	86%
A clear vision for our school/department and strategies for improvement are communicated.	75%
Administrators are visible and accessible to me. (School only)	79%
My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning. (School only)	78%
My school acknowledges and understands diversity in the school community, creating an environment that supports all students. (School only)	85%
My school/department does a good job of keeping me informed about important news.	92%
The district does a good job of keeping me informed about important news.	74%
Communications to staff are delivered in a professional and timely manner (Dept. only)	73%

School/Department Race & Culture Scale	% Agree/ Usually
I have participated in training that has helped me understand how race and culture impact learning.	96%
I have had helpful conversations with my co-workers about race and culture.	94%
I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with.	77%
I am willing to learn more about how race and culture impact learning.	87%
I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture.	84%
What I have learned about race and culture has helped me work towards equitable student achievement.	80%
I have raised my Consciousness about Equity this year.	75%
I know the CLEAR Solutions Framework pyramid, and feel comfortable walking through it from event to mental model.	61%

For the purposes of this Vision Card, we focused on scale and question averages for specific groups of staff, and developed performance ranges to highlight differences between groups. In the charts below, the six-year average range is from the gray line to the dashed green line, so groups at or above the green line are above average, and groups below the grey line are below average.

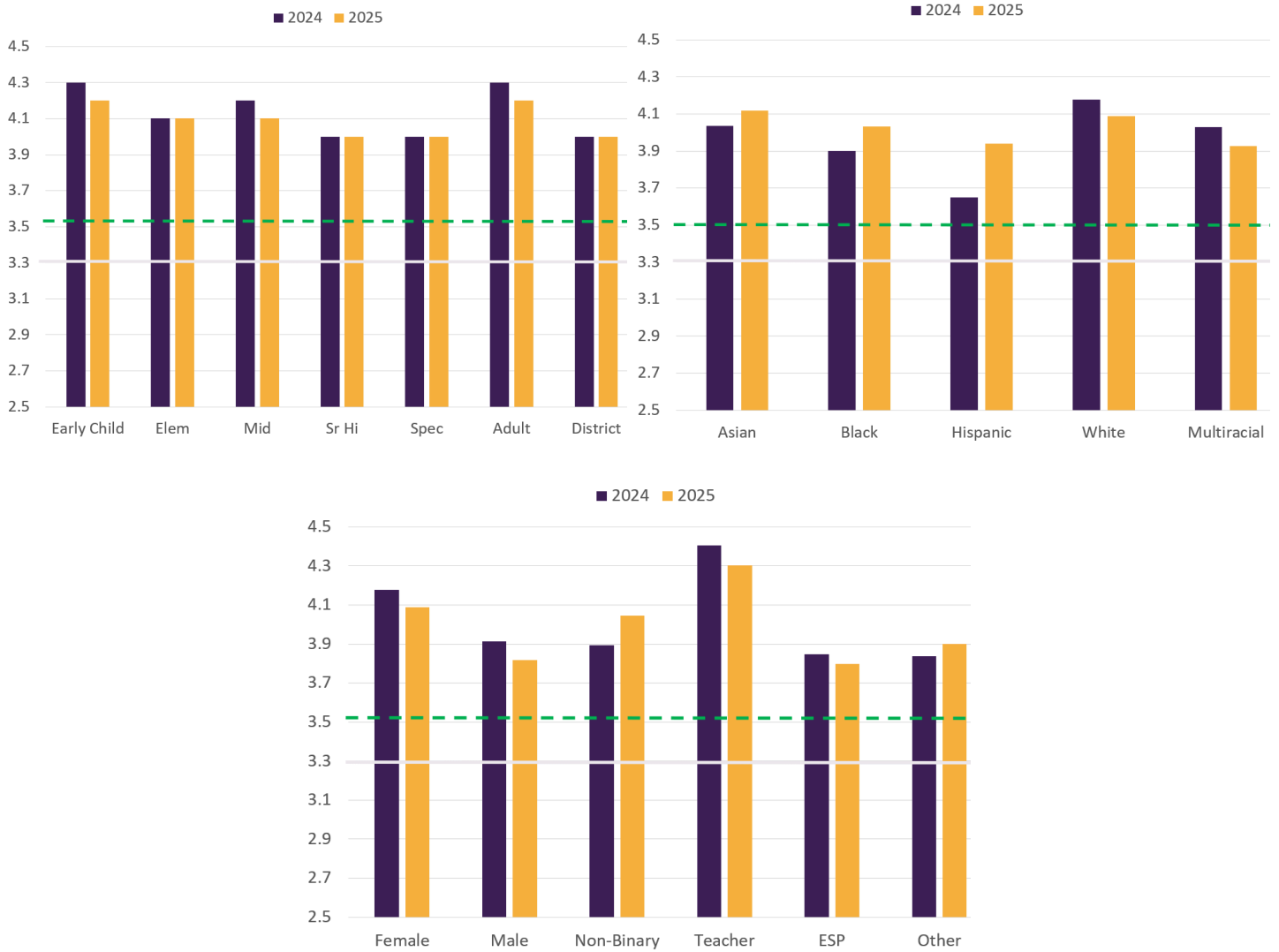
## School/Department Environment and Communication Scale Results by Staff Group



Two patterns emerged from these charts:

- Each of these staff groups (Black, Hispanic, and staff who were not teachers nor ESP's) were more positive in 2025 about School/Department Environment and Communication than the six-year historical average.
- Multiracial and non-binary staff had a more positive perception on this scale in 2025 than in 2024, but these perceptions remained below the six-year average range both years.

## School/Department Race and Culture Scale Results by Staff Group



In 2024 and 2025, all staff groups had perceptions of Race and Culture that were above the six-year average range.

## "I feel safe in my work environment" Question Results by Staff Group



In these charts regarding staff perceptions of safety:

1. The two employee groups that reported above average levels of safety each of the six years of the survey were those working in the district office and those who are neither teachers nor ESP's.
2. Eight other staff groups had perceptions of safety that were above the six-year average in 2025: early childhood, elementary, special education sites, Asian, Black, White, female and male.
3. In both years, Hispanic, Multiracial, and non-binary staff perceived lower levels of safety than the six-year average.

## A1. Bullying, Harassment, & Student Safety

Minnesota Student Survey - Bully & Harassment and Safety Results for the 2025 survey administration are expected later this fall and will be shared in next year's monitoring report.)

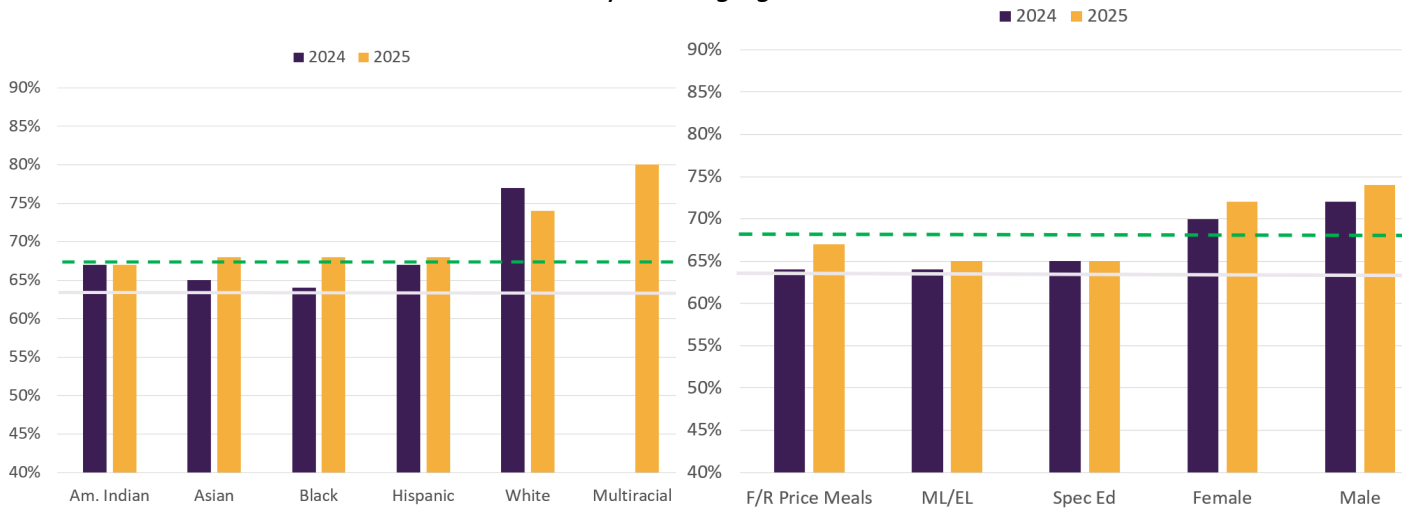
### Priority A1. Belonging, Help & Trusting Adults

The Student Stakeholder Survey has been administered to most students in grades 3-12 in the district from 2015-2025, and this indicator includes three scales (groups of questions) from this survey. The table below includes the percent positive (students responding "yes/always" or "mostly yes") for each question on each scale. In the Spring of 2024, new survey scales were used which are not comparable to previous versions of the same scales. Accordingly, a new baseline and new performance level ranges were established for Vision Card A. This table provides the survey questions and scales in use for Spring 2024 and 2025, along with the percent positive:

Scales and Questions	% Positive
<b>Belonging</b>	<b>73%</b>
At my school, teachers care about students.	85%
I am comfortable sharing my thoughts and ideas at school.	63%
I build friendships with other people.	76%
I feel like I belong at school.	71%
I feel respected at school.	72%
<b>Help</b>	<b>78%</b>
I have what I need to be successful at school.	87%
An adult at school has talked to me about how I am doing in my classes.	66%
If I have problems at school, the adults listen to me and help me.	79%
If I have a problem, I have at least one adult at school that I can turn to.	78%
<b>Trusting Adults</b>	<b>82%</b>
The school rules are fair.	69%
I can count on the adults at my school to help me learn and achieve.	83%
Adults treat me with respect.	85%
Adults in this school care about me.	81%
Adults in my school trust me.	84%
Adults in my school believe I can learn and will be successful.	88%

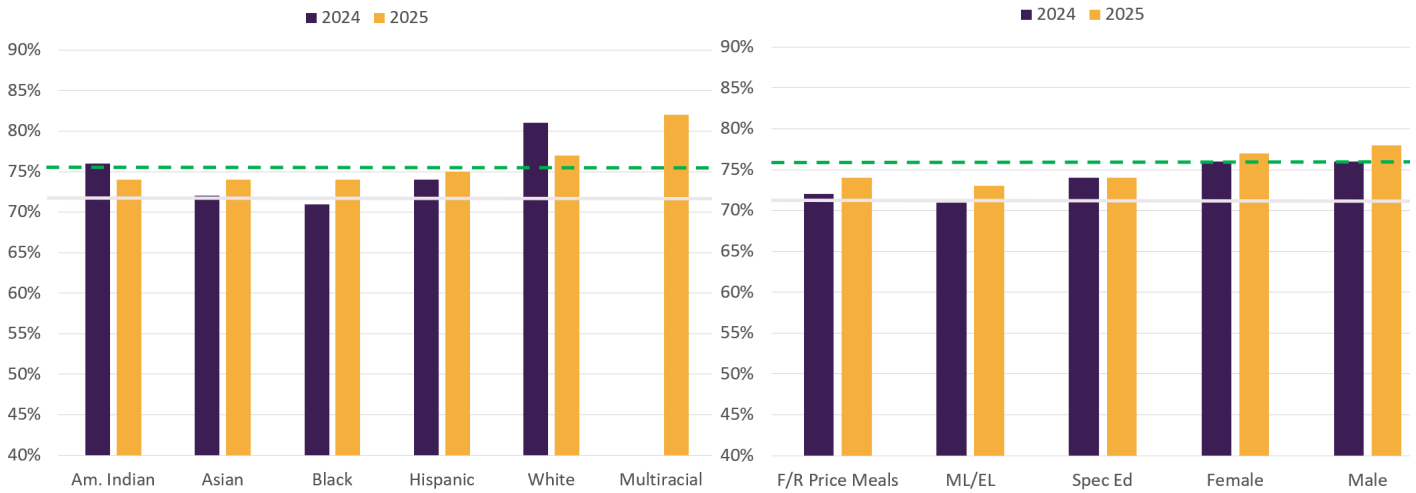
The charts on the next two pages provide the scale results by student group for the past two survey years. The annual median across all student groups is used on the card.

### Student Survey - *Belonging* Scale % Positive



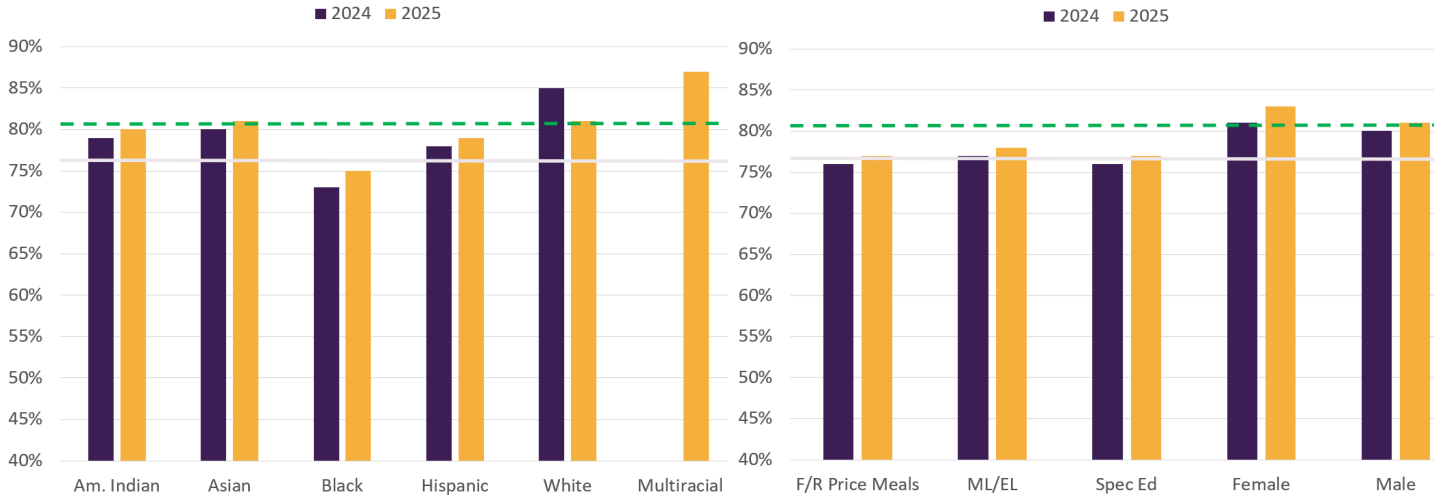
On the *Belonging* scale, White, Multiracial, female and male students all were more positive on this scale in 2025 than the median across all groups for both years.

### Student Survey - *Help* Scale % Positive



For the *Help* scale, there was less variability across student groups, which means similar levels of accessing help. However, White, Multiracial, male and female students were more positive in 2025 than the median across all groups.

### Student Survey - *Trusting Adults* Scale % Positive



For the scale of *Trusting Adults*, Black students reported the lowest rating of trusting adults.

### Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments Scale

The last metric for this indicator is the Family Stakeholder Survey: *Safe, Welcoming, and Inclusive Learning Environments* scale. This survey was last conducted in the spring of the 2024 school year and is administered every other year. The scale is based on the following eight questions:

- My scholar feels emotionally safe in the school environment.
- My scholar feels physically safe in the school environment.
- School staff treat my scholar with respect.
- My scholar experiences positive representation of their identity in their school environment.
- My scholar experiences positive representation of their culture in their school environment. (Examples: authentic artifacts, displays, music, etc.)
- My scholar's cultural history is represented accurately in the curriculum.
- My scholar has opportunities to influence their learning experience.
- My scholar sees how their learning connects to the real world.

Scale results for the 2022 and 2024 survey administrations are reported below as the median percent responding “Often” or “Always” as in previous Vision Cards:



Across the two survey administrations in 2022 and 2024, the highest overall agreement was for family members of students enrolled in early childhood and in elementary schools. Family members of students identified as White or Asian also had agreement rates above 80%. The median across all groups for 2024 was 79%, and this is what was reported on the Vision Card for this measure - a 3% increase from the previous administration of the survey in 2022.

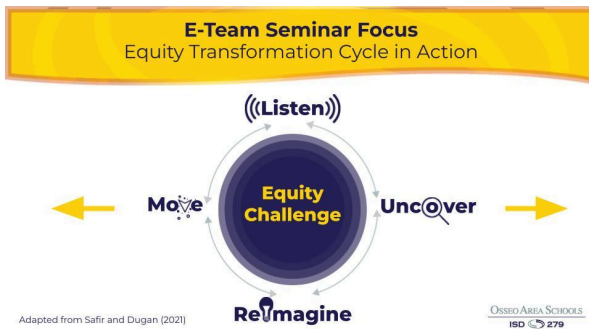
**Strategic Direction E: Reframed as the Continuous Improvement Magnifier  
Strategies and Outcomes**

Priority	Expected Outcome	Strategies
E2. Apply evidence from multiple data sources to drive rigorous system improvement.	100% of sites will complete at least one Equity Transformation Cycle (ETC) during the 2025-2026 school year	Equity Team Seminar

**Metrics**

Process Measures	Outcome Measures
Check-ins with Equity Staff	Completion of ETC

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?



This image shows how we use a continuous improvement cycle to solve equity challenges. Teams *listen* to those most affected, *uncover* root causes of inequities, *reimagine* better approaches, and *move* into action.


Teachers use the PLT process where teams ask key questions like “What do we want students to learn?” and “What will we do if they don’t learn it?”

These cycles help identify how systems and practices create barriers to student success. By reframing Strategic Direction E as the *Continuous Improvement Magnifier*, we are shifting from repeated reporting to a focus on using these cycles to show meaningful growth across all areas of our work. This includes academic progress, well-being, and staff collaboration.

As we move forward, data will be collected via our revised staff stakeholder survey, evidence from schools Equity Transformation Cycles, achievement of site goals from PLT work, and Learning Walks.

**Conclusion**

This year’s Vision Card monitoring reflects a significant shift toward greater clarity, alignment, and accountability in how we track and report progress. By reimagining our measures, focusing on high-leverage strategies, and reframing Strategic Direction E as the Continuous Improvement Magnifier, we are better



positioned to understand what’s working, where disparities persist, and how to act. These efforts are not just about compliance or reporting, they are about transforming systems to ensure each scholar experiences rigorous learning, equitable support, and meaningful opportunity. Our next steps will deepen our focus on impact, equity, and improvement across every level of the system.

Moving forward, we are energized to complete additional Strategy Snapshots, co-develop new process and outcome measures, and continue integrating school board and district leader feedback. With deep gratitude to the school board, cabinet, and leaders across DTL, we look forward to building on this clarity and shared commitment to continuous improvement.

## **121A.425 FULL AND EQUITABLE PARTICIPATION IN EARLY LEARNING.**

Subdivision 1. **Disciplinary dismissals prohibited.** (a) A pupil enrolled in the following is not subject to dismissals under this chapter:

(1) a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

(2) kindergarten through grade 3.

(b) This provision does not apply to a dismissal from school for less than one school day, except as provided under chapter 125A and federal law for a student receiving special education services.

(c) Notwithstanding this subdivision, expulsions and exclusions may be used only after resources outlined in subdivision 2 have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

Subd. 2. **Nonexclusionary discipline.** For purposes of this section, nonexclusionary discipline must include at least one of the following:

(1) collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;

(2) creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program, including a preschool or prekindergarten program; or

(3) providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

**History:** [1Sp2020 c 8 art 5 s 2](#); [2023 c 55 art 2 s 28](#)



## 1 Yr Board Calendar Meeting Topics – 2025-2026 School Year *(working draft)*

Draft March 18, 2025; updated July 29, 2025

\* indicates Student School Board Representatives in attendance to provide input

Osseo Area Schools						
Proposed Topics: July-December 2025 Agenda/Calendar						
	July	August	September	October	November	December
<b>District Policy</b>				<ul style="list-style-type: none"> <li>Policy Committee Mtg (10/7/25)</li> </ul>		<ul style="list-style-type: none"> <li>Policy Committee Mtg (12/9/25)</li> </ul>
<b>Op Over-sight</b>	<b>Regular Meeting (7/22/25)</b> <ul style="list-style-type: none"> <li>Consent agenda (teacher contracts)</li> <li>Gifts to the district (brief meeting to act on required business)</li> </ul>	<b>Work Session (8/19/25)</b> <ul style="list-style-type: none"> <li>Safety Management (portion of this agenda item to be closed to the public)</li> <li>Naming of New Elementary</li> <li>Monitoring Report A</li> <li>Board calendar review</li> </ul> <b>Regular Mtg (8/26/25)</b> <ul style="list-style-type: none"> <li>Presentation: Logo and Signage</li> <li>Superintendent's Report</li> <li>Non-public contracts for Student Services</li> <li>Contract approvals</li> <li>First Reading of Policy (Series 200)</li> <li>Negotiation Strat Mtg (closed)</li> </ul>	<b>Work Session (9/9/25)</b> <ul style="list-style-type: none"> <li>Crest View Update</li> <li>Continue Committee Work</li> <li>Board calendar review</li> </ul> <b>Regular Mtg (9/23/25)</b> <ul style="list-style-type: none"> <li>Introduction of Student Board Representatives</li> <li>Superintendent's Report</li> <li>Preliminary Levy (action item with presentation)</li> <li>Preliminary FY 2025 Financial Report (presentation)</li> <li>General Liability Insurance Renewal</li> <li>Negotiation Strat Mtg (closed)</li> </ul>	<b>Work Session (10/7/25)</b> <ul style="list-style-type: none"> <li>Stakeholder Surveys*</li> </ul> <b>Regular Mtg (10/21/25)</b> <ul style="list-style-type: none"> <li>Student Board Representatives Report (to present summary of Stakeholder Survey discussion)</li> <li>Superintendent's Report</li> <li>Contract ratifications</li> <li>Lobbyist contract approval</li> <li>Negotiation Strategies Meeting (closed session)</li> </ul> <b>Professional Development (10/28/25)</b>	<b>Special Mtg – Election Canvassing (11/11/25)</b> followed by <b>Work Session</b> <ul style="list-style-type: none"> <li>Staff retention</li> <li>Comprehensive Engagement and Civic Readiness (CECR), formerly World's Best Workforce, Results</li> <li>LRFP Budget Parameters</li> </ul> <b>Regular Mtg (11/18/25)</b> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>Superintendent's Report</li> <li>FY25 Financial Audit Results presentation</li> <li>Negotiation Strategies Meeting (closed session)</li> </ul>	<b>Work Session (12/9/25)</b> <ul style="list-style-type: none"> <li>Legislative Platform</li> <li>Grading Practices *</li> </ul> <b>Regular Mtg (12/16/25)</b> <ul style="list-style-type: none"> <li>Student Board Representatives Report (to present summary of Grading Practices discussion)</li> <li>Superintendent's Report</li> <li>Legislative Platform</li> <li>Final Levy/Truth in Taxation</li> <li>LTFM Update</li> <li>Contract ratifications</li> <li>Negotiation Strategies Meeting (closed session)</li> <li>Combined polling place resolution</li> </ul>
<b>Board Gov./ Self Gov.</b>		<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>	<b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>
<b>Sup Relations</b>			Establish individual board member meetings process (frequency TBD)	Develop superintendent evaluation/goal setting process		109