



Agenda
Osseo Area Schools
School Board

Regular Business Meeting
Educational Service Center - Forum Room
11200 93rd Ave N
Maple Grove, MN 55369
Tuesday, January 6, 2026
6:15 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 (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:15 p.m. Welcome and purpose
Vice-Chair
2. 6:15 p.m. Check in
Dr. Kim Hiel, Superintendent
3. 6:15-7:15 p.m. Standards Based Instruction and Grading Update 2
Dr. Jill Kind, Director of Learning and Achievement; Dr. Antwan Harris, Principal-Park Center Senior High School; Erik Thompson, Assistant Principal-Park Center Senior High School; and Park Center teachers Michaela McCoy and Art Wachholz
4. 7:15-8:00 p.m. School Based Health Center 49
Dr. Bryan Bass, Asst Supt.; John Morstad, Exec. Dir. Finance/Operations; Jill Lesne, Asst. Dir. Student Serv.; Principals Antwan Harris (PCSH) & Kim Monette, BMS STEAM; Paul Danicic, HealthPartners/Park Nicollet; Shawna Hedlund, MN School-Based Alliance
5. 8:00-8:30 p.m. 1-year Operational Plan 72
Cabinet
6. 8:30-8:45 p.m. Board Calendar Review 90
Dr. Kim Hiel, Superintendent
7. 8:45 p.m. Adjournment

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



**Osseo Area
Schools**

Standards Based Instruction and Grading

**Dr. Bryan Bass, Dr. Antwan Harris, Dr. Jill Kind, Michaela McCoy,
Erik Thompson & Art Wachholz**



Outcomes

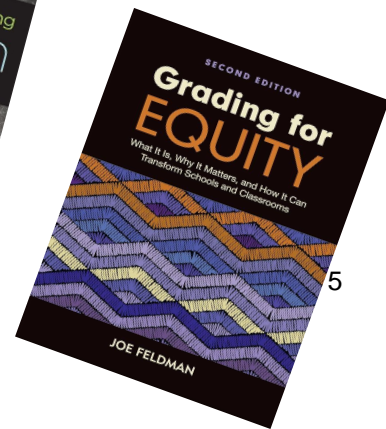
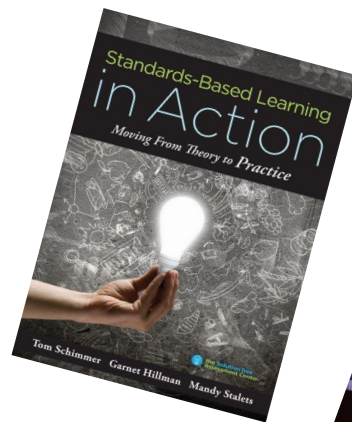
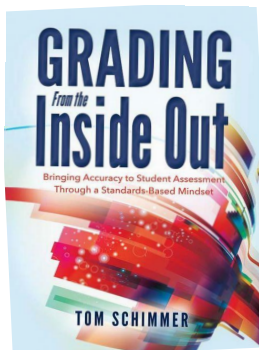
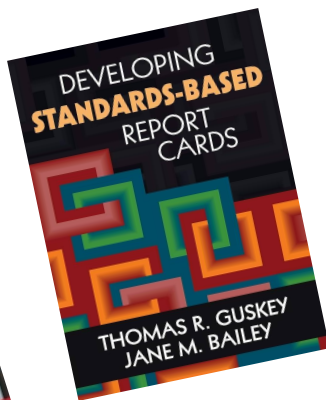
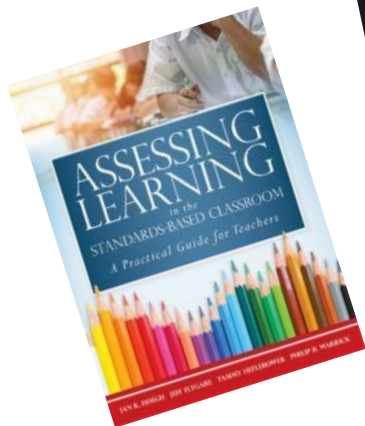
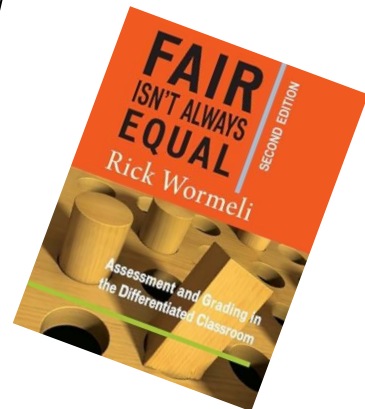
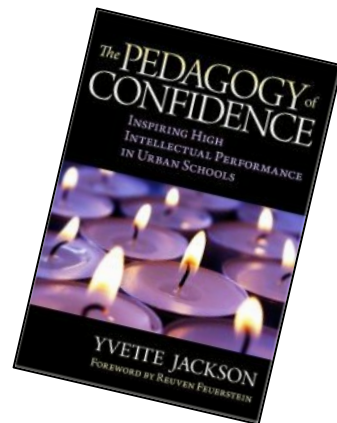
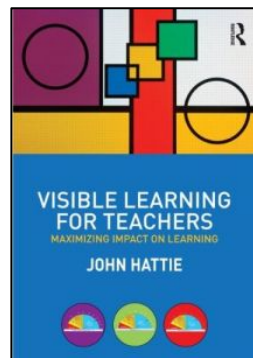
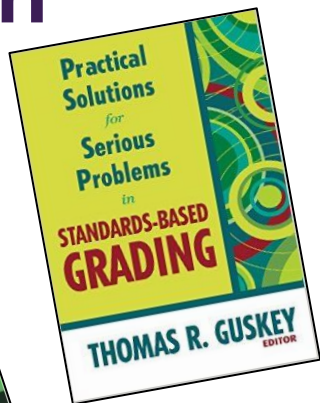
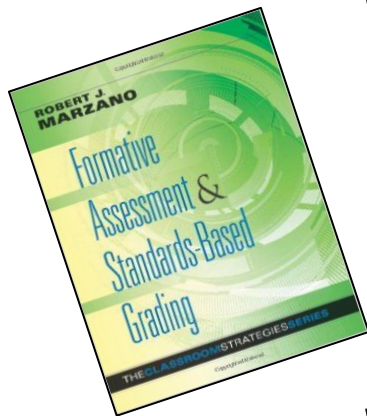
Board members will:

- review the research, history, and implementation of Standards Based Instruction and Grading in grades 6-12, and;
- hear from a site about what SBI/G looks like in practice.

Roots of Grading

Industrial Revolution Beliefs	21st Century Beliefs
Student achievement occurs on a curve, and only a subset of students is capable of meeting academic standards.	All students are capable of meeting academic standards.
Schools are expected to sort students.	Schools focus on all students meeting academic standards.
Grading is a combined focus on completion, compliance, and evidence.	Grading focuses on evidence of learning

Research



Standards Based Instruction and Grading

Meaningful, Accurate, Consistent, Supportive of Learning

Grades communicate academic achievement based on clearly defined standards.



Teachers collaborate to design common assessments and align criteria to increase consistency in the evaluation of student learning.

Academic achievement is reported separately from non-academic issues.



Term grades are determined in a consistent manner based on system-wide agreements.

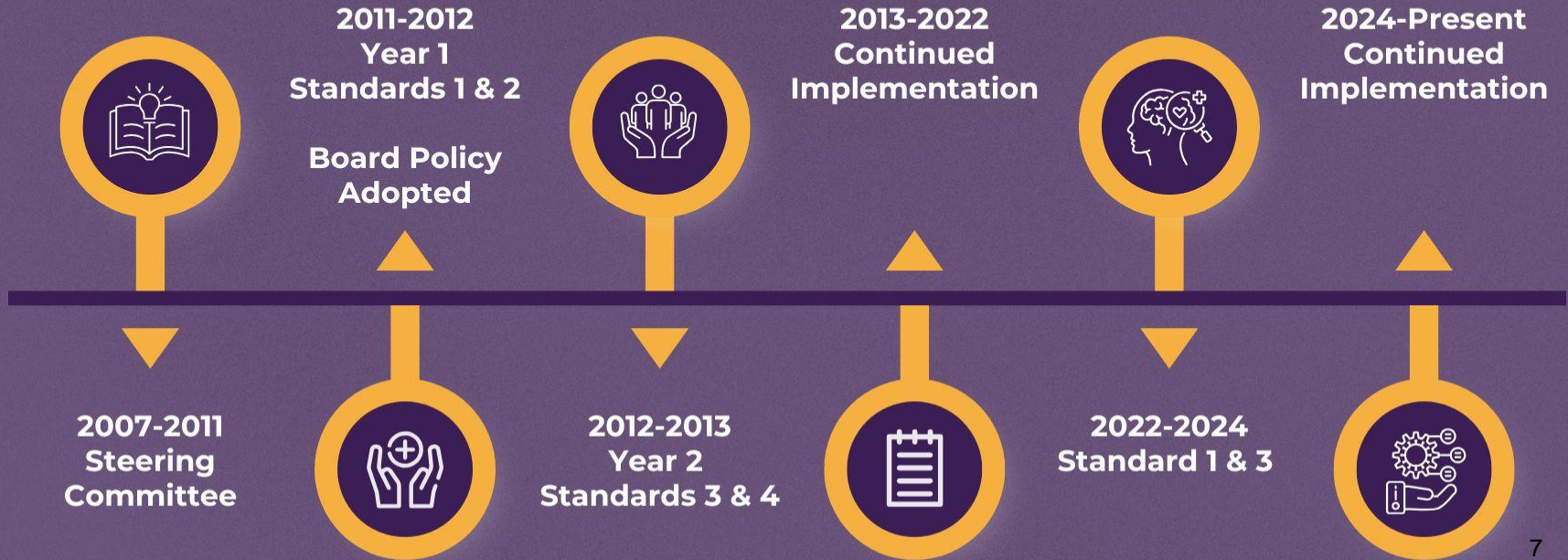
Reflects the belief and commitment in each of our learners achieving at high levels.



Students are involved in the assessment, grading, and learning process.

STANDARDS BASED INSTRUCTION & GRADING

Meaningful, Accurate, Consistent, Supportive of Learning



In Osseo Area Schools, we believe grading should support equitable learning opportunities:

Belief 1:

Each student has the capacity to learn at a high level, and it is our responsibility to ensure that occurs through the use of the best instructional strategies.

Belief 2:

Learning is a process, and relevant experiences, feedback, and application are critical components of that process.

Belief 3:

An assigned grade should represent achievement related to an academic standard, and students should have multiple opportunities to show what they know and can do after learning.

Belief 4:

Accurate grades are those that separate learning from behavior.

School Board Policy 626

I. Purpose

It is the School Board's position that a standards based grading system designed to accurately report students achievement of academic standards through providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards based instruction and graduation requirements supports student learning and provides the most meaningful, accurate and consistent communication of student's progress.

Standards for Grading and Reporting

Standards for Grading and Reporting

The following standards are foundational principles for grading and reporting practices in Osseo Area Schools. The standards provide direction for instruction and grading practices to ensure meaningful, accurate, and consistent grading and reporting of student achievement.

Standards #1: Student academic grades communicate academic achievement based on clearly-defined academic performance standards.

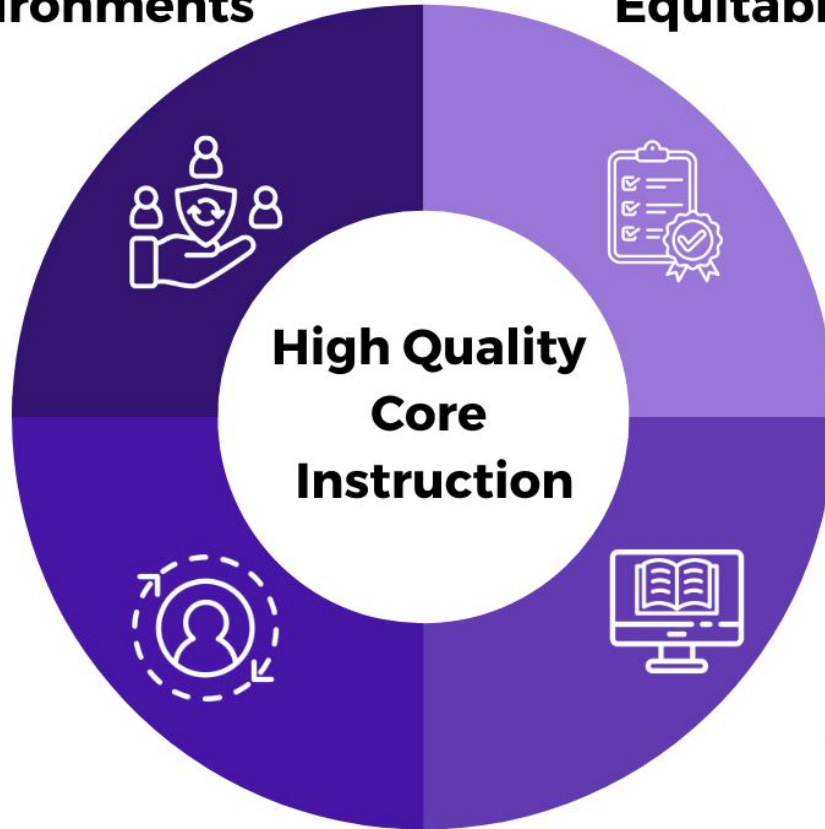
- 1a. Course/grade-level standards provide the basis for determining grades for each course and grade level.
- 1b. Grades are determined by comparing student work to grade-level standards (not by comparing to other students' work).
- 1c. Entries into a grade book are organized in a way that clearly aligns student work to reporting standards.

Standard #2: Academic achievement is separated from all other non-academic behaviors when teachers assign student grades.

- 2a. While recognizing that student collaboration is a key instructional strategy, grades must be based on individual, not group, achievement.
- 2b. At the elementary level, non-academic behaviors such as responsibility, resourcefulness, communication, and problem solving are reported separately from achievement. Communication of non-academic behaviors at the secondary level may be reported through the following mechanisms: report card comments, mid-trimester reports, parent-teacher conferences, and individual

**Safe, Welcoming, and Inclusive
Learning Environments**

Equitable Grading Practices



**Pedagogy of
Voice**

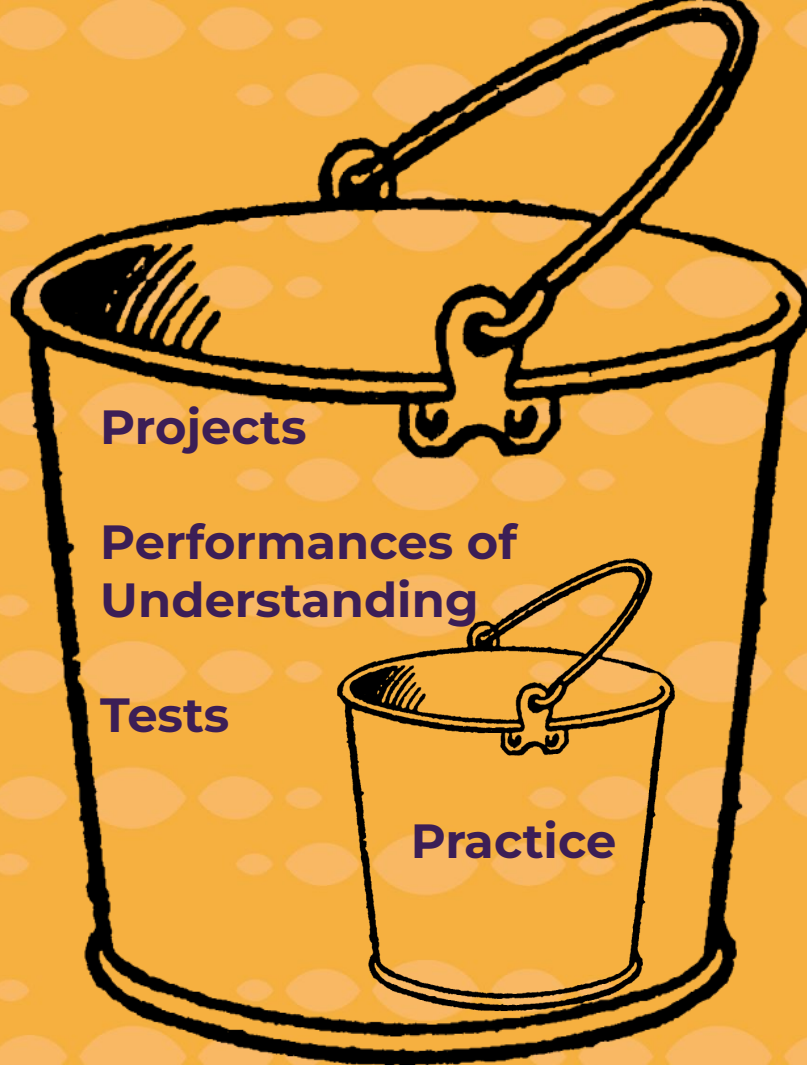
**Guaranteed and
Viable Curriculum**

Standards for Grading and Reporting

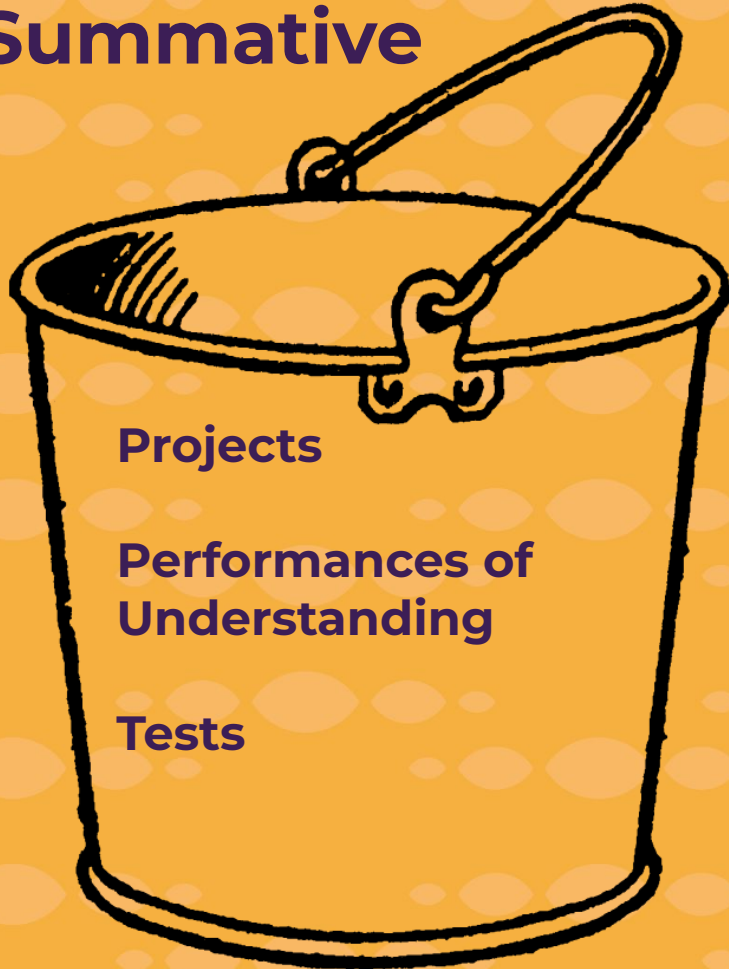
Standard #1: Student academic grades communicate academic achievement based on clearly defined academic performance standards.

- a. Course/grade-level standards provide the basis for determining grades for each course and grade level.
- b. Grades are determined by comparing student work to grade-level standards (not by comparing to other student's work).
- c. Entries into a gradebook are organized in a way that clearly aligns student work to reporting standards.

Traditional Gradebook



Summative



Projects

Performances of
Understanding

Tests

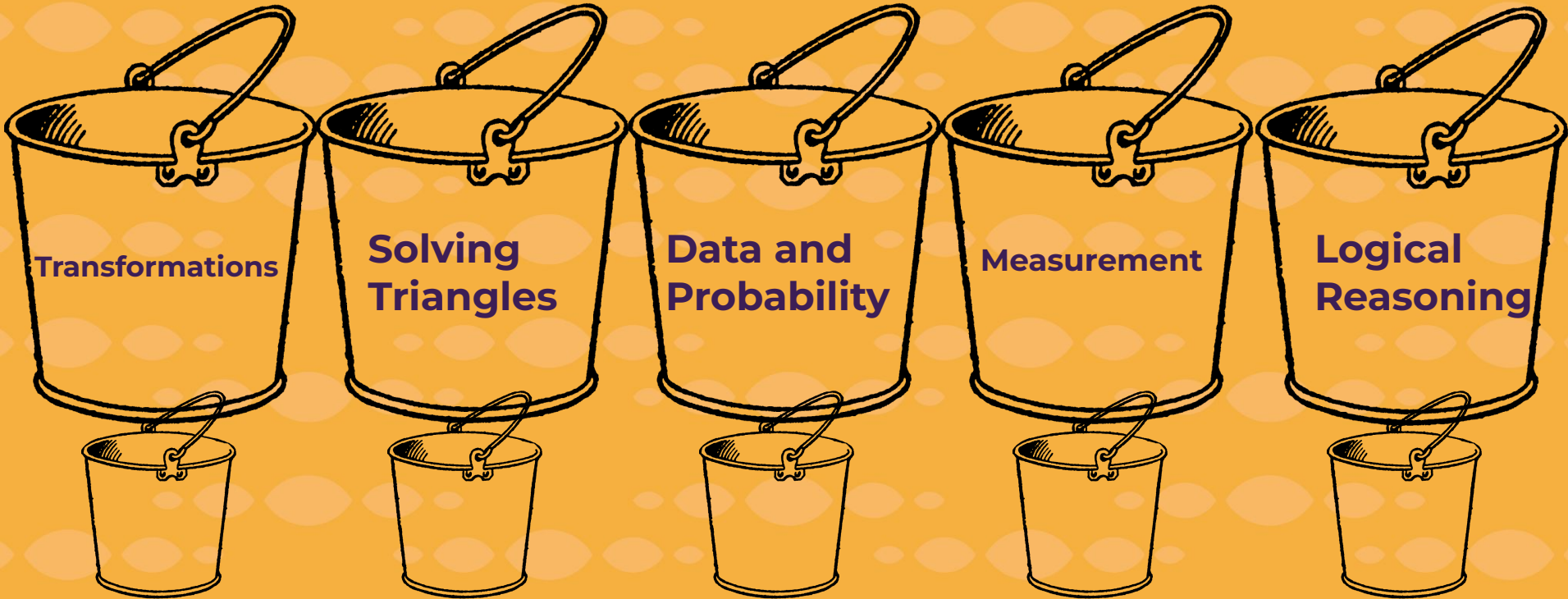
Transition Gradebook

Formative



Practice

Standards Based Gradebook



Standards for Grading and Reporting

Standard #2: Academic Achievement is separated from all other non-academic behaviors when teachers assign student grades.

- a. While recognizing that student collaboration is a key instructional strategy, grades must be based on individual, not group, achievement.
- b. ...Communication of **non-academic behaviors** at the secondary level may be reported through the following mechanisms: report card comments, mid-trimester reports.... Attendance is reported separately.
- c. In cases of **academic misconduct**, students will still be required to complete the work or a reasonable alternative. Teachers and administrators will follow system procedures that will both deter and respond to the incidents of academic misconduct.

Standards for Grading and Reporting

Standard #3: Quality assessments and properly recorded evidence of achievement are used when determining grades on student work.

- a. Teachers use **formative and summative assessments** that meet rigorous design criteria (e.g. clear targets, appropriate match of target and method, appropriate sampling, and lack of bias and distortion).
- b. Teachers use **rubrics, assessment checklists**, and other types of scoring guides to **communicate expectations** and to provide **formative feedback** on various types of student work (e.g. products, projects, and other performances).

Standards for Grading and Reporting

Standard #3: Quality assessments and properly recorded evidence of achievement are used when determining grades on student work.

C. Teachers utilize district-determined procedures for marking grades based on **modified standards** (Special Education/Multilingual Learners/Other students receiving significantly modified instruction).

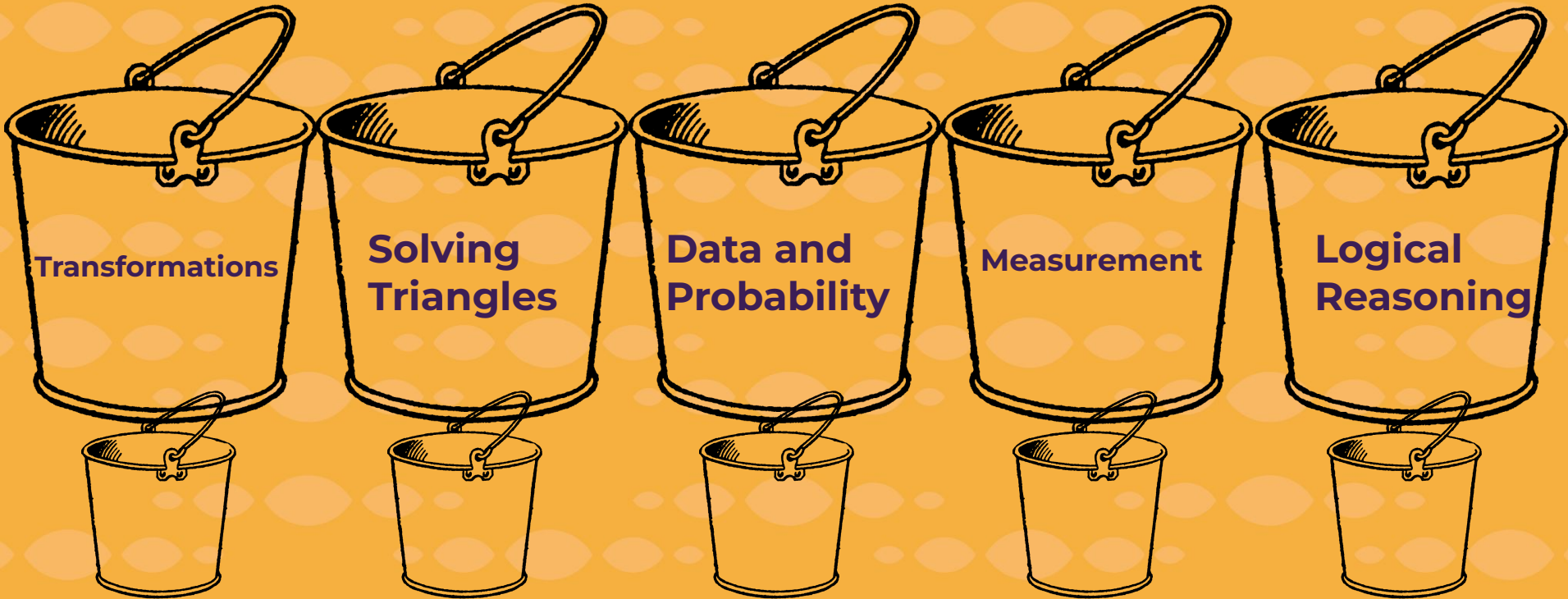
D. Teachers use **common summative assessments** based on grade-level or course level standards. Grade level or course standards have been set through building-wide and/or system-wide collaboration.

Standards for Grading and Reporting

Standard #4: Term grades are determined in a manner accurately represents students' attainment of the standards and promotes student learning.

- a. A minimum of 80% of the term grade is determined by **summative** assessments (such as unit or course tests, performance tasks, projects). The remaining percentage may include classwork, homework, and other **formative** assessment results.
- b. Teacher professional judgement plays an important role in the grading process, including the responsibility to **override computer-calculated** grades when there is evidence that a calculated grade does not accurately represent the student's attainment of the standard.

Standards Based Gradebook



Benchmark 4c

Students are provided with multiple opportunities and/or multiple modalities (within reasonable time limitations) to show what they know and understand.

Multiple Opportunities to Demonstrate Performance

Purpose

This document describes the application of Standards Based Grading Benchmark 4c: Students will be provided with multiple opportunities and multiple modalities (within reasonable time limitations) to show what students know and understand relating to the standard.

This work is based on the following beliefs:

- Everyone can learn more (ISD 279 Core Value).
- Standards-Based Grading is about improving learning for all students.
- Feedback during the learning process (formative assessment and/or academic practice) helps teachers and students know what a student has learned and what still needs to be learned.
- Feedback also helps students prepare for success on summative (final) assessments.

District 279 plan for multiple opportunities:

- On most summative assessments, students will have a second opportunity to show what they have learned.
- In *selected* situations, teachers may choose not to offer a second opportunity and will communicate this to students in advance. This assumes that through extensive work during the learning process, students are receiving feedback that helps them prepare for success on the summative assessment. An example of this is a multiple draft writing project in which students receive feedback from the teacher as they write and revise each draft. Because the teacher is giving feedback for improvement through the writing process, the teacher may choose not to offer a second opportunity on the final paper.
- Students will need to complete additional learning practice before the second opportunity. Teachers determine what the additional learning will be and how much time is allowed for it, and will communicate these expectations to students in advance.
- Second opportunities will be of similar rigor as the original. Teachers will determine and communicate the time frame for completing the second opportunity.
- Students earn full credit for a second opportunity, up to a score of 4. The highest score earned is the score recorded.

Benchmark 4d

Teachers use a grading scale that reduces the disproportionate effect of zeros and low Fs.

The scale used grades 6-12 will be 4-0.

Secondary Task Rubric		
This is the mark that goes in the grade book for individual tasks. The range is from 4-0 and can be broken down as small as hundredths. All marks are based on evidence of student learning of the <i>course or grade level standards</i> .		
Task Mark	General Rubric Criteria Not all bullets apply to all tasks.	Examples
4 Excellent Exceptional Extended	<ul style="list-style-type: none">Displays excellent qualityPerforms with high accuracyApplies the learning in complex waysExtends the expectations for meeting the standard	<ul style="list-style-type: none">High marks on nearly all rubric criteria for a specific taskHigh accuracy on fundamental skillsExcellent mark on a holistic scoring guide
3 Proficient Consistent Accurate	<ul style="list-style-type: none">Displays high qualityPerforms with accuracyApplies the learning accuratelyMeets expectations for the standard	<ul style="list-style-type: none">Mix of upper marks on rubric criteria for a specific taskAccuracy on fundamental skillsHigh mark on a holistic scoring guide
2 Basic Simple Inconsistent	<ul style="list-style-type: none">Displays basic qualityPerforms with inconsistent accuracyApplies the learning at a basic levelMeets the standard at only the simplest level of content, task, or skill	<ul style="list-style-type: none">Mix of middle and low marks on rubric criteria for a specific taskVaried accuracy on fundamental skillsMediocre mark on a holistic scoring guide
1 Developing Limited Partial	<ul style="list-style-type: none">Displays limited qualityPerforms with little evidence of understandingPerforms with limited accuracyApplies learning at a minimal levelDoes not meet expectations for the standard	<ul style="list-style-type: none">Mix of low marks on rubric criteria for a specific taskLimited accuracy on fundamental skillsPoor mark on a holistic scoring guide
0 Unacceptable Inaccurate Insufficient Evidence	<ul style="list-style-type: none">Displays a lack of qualityPerforms with little evidence of understandingApplies learning inaccuratelyDemonstrates unacceptable errors or flawsDoes not meet expectations for the standard	<ul style="list-style-type: none">Consistent low marks on rubric criteria for a specific taskUnacceptable accuracy on fundamental skillsUnacceptable mark on a holistic scoring guide

OSSEO AREA SCHOOLS
ISD 279

Our mission is to inspire and prepare all students with the confidence, courage and competencies to achieve their dreams, contribute to community, and engage in a lifetime of learning. Revised July 2017

Standards for Grading and Reporting

Standard #4: Term grades are determined in a manner that accurately represents students' attainment of the standards and promotes student learning.

E. Extra credit will not be used because students will be provided with multiple opportunities and multiple modalities (within reasonable time limitations) to show what they know and understand.

Standards for Grading and Reporting

Standard #5: Teachers involve students in the assessment and grading process throughout the learning cycle in an age appropriate manner.

- a. Teachers ensure that students understand in advance how their grade will be determined.
- b. Teachers involve students in the assessment process, monitoring their progress, and communicating their achievement and progress to parents/families.

Professional Learning

Professional Learning Session	Date
Regrounding Standards Based Instruction & Grading	Sept. 2018
Instruction and Grading Practices that Support Student Learning	Oct. 2018
Multiple Ways to Show their Learning	Sept. 2019
Equitable Grading Practices	Sept. 2021
More Equitable Grading Practices	Sept. 2022
Achievement Descriptors	Sept. 2023
Connecting SBI/G and AVID	Oct. 2024
Feedback and a Growth Mindset	Nov. 2024
Empowering Students Through Assessment Practices	Oct. 2025
Supercharging Formative Assessment with High-Quality Feedback	Nov. 2025

Specialized

Professional Learning Session	Group	Date
Grading for Equity	Learning Leaders	9/21-1/22
Learning Focused Gradebook	Math & Science	5/22
Learning Focused Gradebook	Art & World Language	5/23
Learning Focused Gradebook	English	5/24
Learning Focused Gradebook	Social Studies & PE	5/26
Learning Focused Gradebook	CTE & Music	5/27

Professional Learning Team Meetings-varies by site

Balanced Assessment

Annual

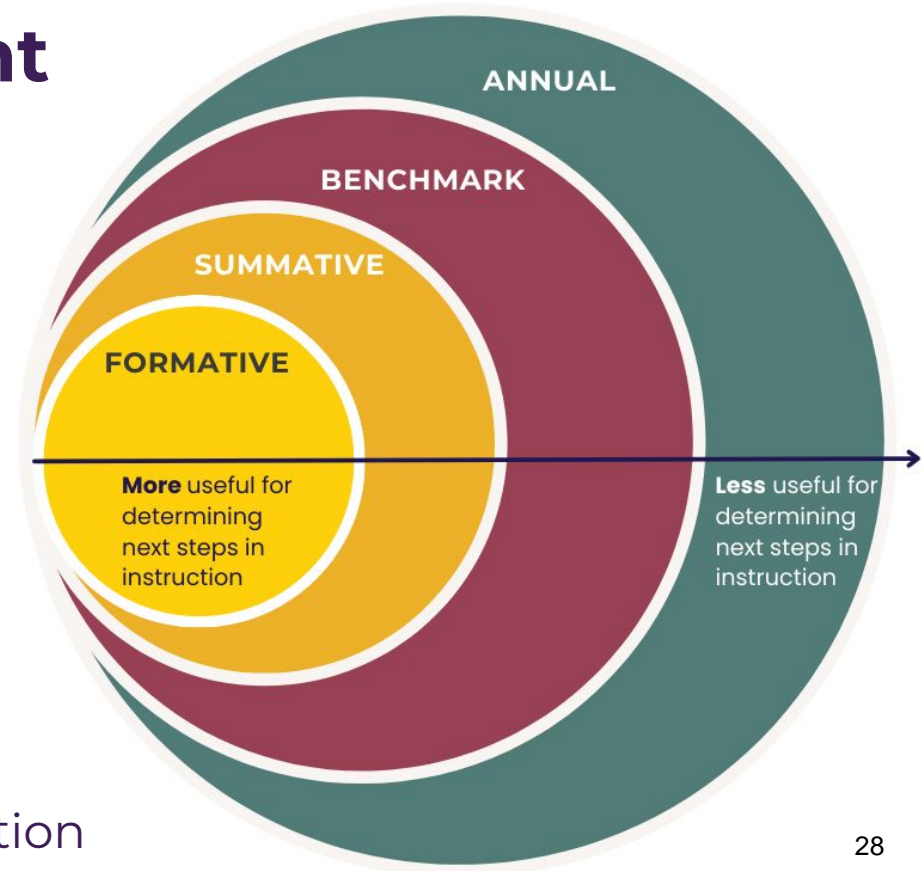
- One time a year
- MCA, MTAS
- Standards

Benchmark

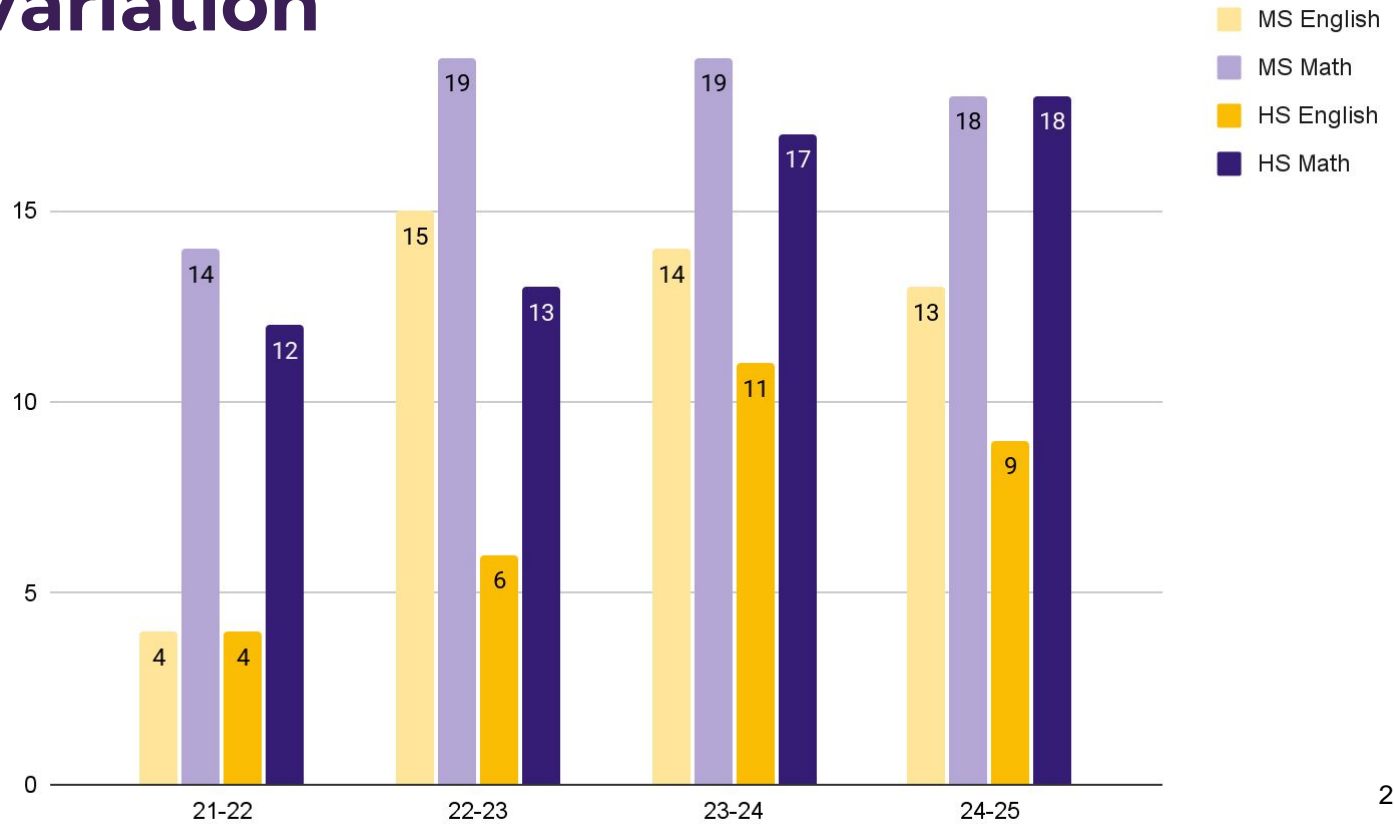
- Three times a year
- FastBridge
- Skills in the Standards

Summative and Formative

- Before, During & After instruction
- Skills & Standards



Grade Variation





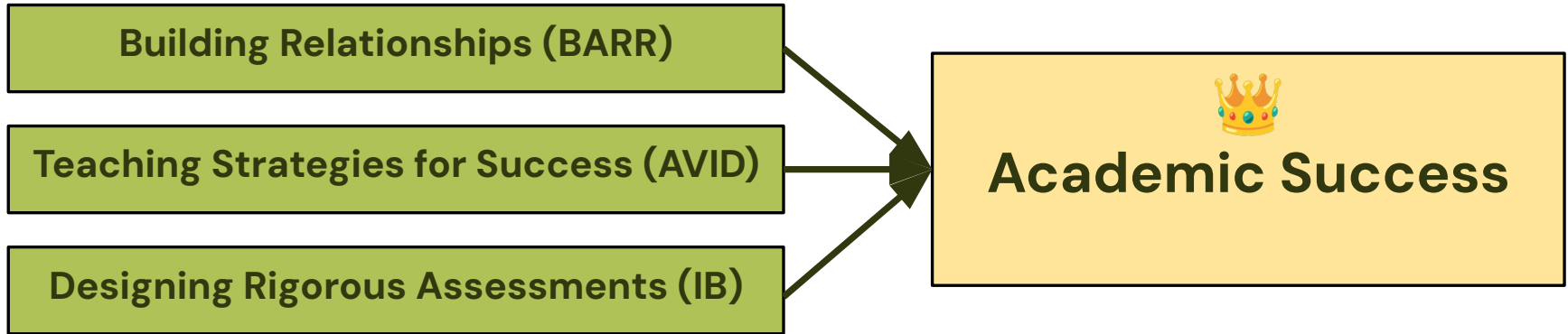
Work in Progress

- Continued standards work
- Updating assessments, rubrics, and gradebooks
- Continued learning of the curriculum
- Reflecting on our practices and beliefs
- Engaging students in the grading process
- Supporting PLTs and sites in the day to day

Park Center Senior High

Equitable Grading Study

In fall 2024, PCSH began our year-long “avenues.” A metric of measuring the effectiveness of this PD is through grades.



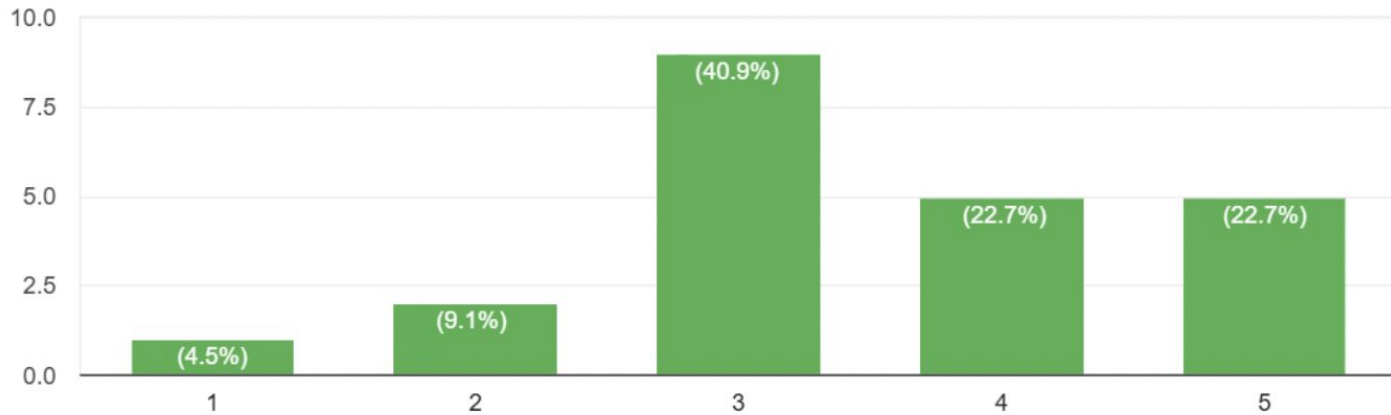
This led to a grading study to determine how teachers at PCSH are grading, where we are already aligned with SBG, and where we need to improve.

Teacher Perceptions at PCSH (Fall 2024)

#1: Our 0-4 grading scale leads to more accurate grades than a 0-100% grading scale.

 Copy chart

22 responses



Teacher Perceptions at PCSH

“Moving from percentages to 1-4 scale, that's **attached to a rubric and standards**, helps the educator focus their **marking on where the student is at in their development of specific skills** more clearly. Using percentages leaves a heavier margin in the 'failing' category (0-59%). I do think **it's important for the 1-4 scale to be accompanied by a rubric/standard**, otherwise the same disadvantages that come with percentage grading also occur with the 1-4 scale.”

“The 1-4 grading scale allows us to really **define for each task what we expect kids to know at each level**. A **thoughtful rubric combined with backwards aligned assessments are key** to making grades more **meaningful and accurate** for teachers, students, and parents.”

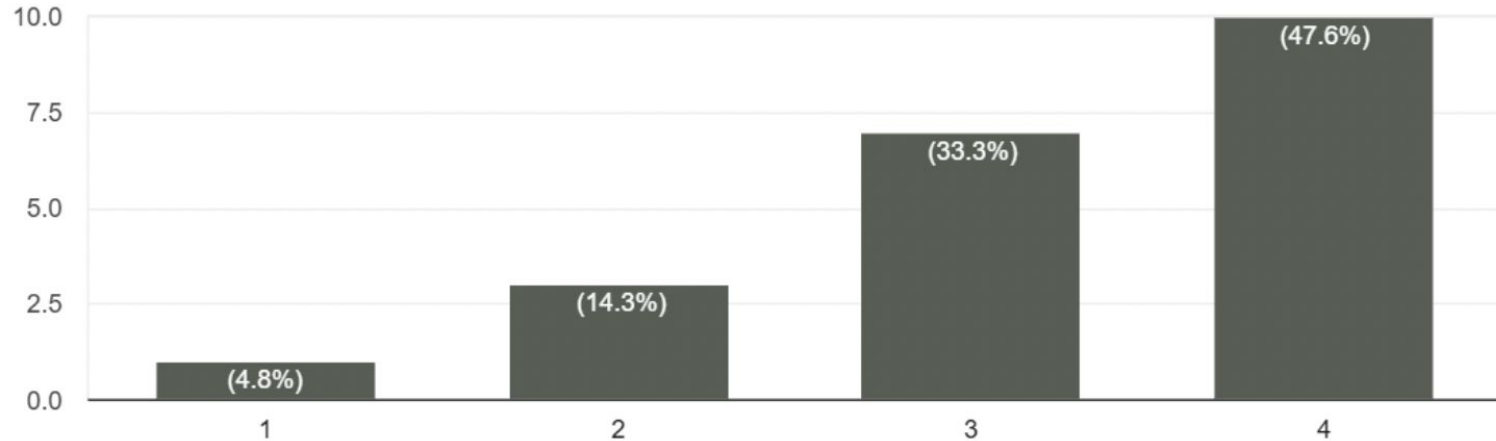
“Our 0-4 scale helps lessen the impact of a 0 on a students grade. I think **the system works best when paired with a rubric** (vs half questions correct = a 2). If teachers **think about what skills/concepts they are looking for** at the C-level, B-Level, and A-Level and **match those skills to the appropriate score.**”

Grading Study Survey (Spring 2025)

How often does your PLT use common rubrics for summative assessments?

 [Copy chart](#)

21 responses





Common Assessment at PC

- Departments vertically and horizontally align their instruction through PLT work.
- When departments grade based on the same standards, they can share data and build on teacher efficacy.
- As an IB World School we have the benefit of having rubrics that are focused on building mastery of skills, prioritizing feedback and a holistic approach to assessment.
- The Equitable Grading study focused attention on rubrics and assessment to prepare for overall student success.

Our Conceptual Understanding

- Good and well-planned assessment leads to deeper and more meaningful **learning**.
- Meaningful collaboration and discussions on the **purpose** of assessment helps schools align local requirements to our assessment practices.
- Collaborative time to discuss assessment plays a key role in promoting an **environment** for and of learning.
- Understanding the importance of developing a school-wide **culture** of assessment (principles and practices) supports ***lifelong learners***.



**Osseo Area
Schools**

Thank You



**Osseo Area
Schools**

POLICY 626 EDUCATIONAL PROGRAMS – GRADING AND REPORTING STUDENT ACHIEVEMENT

I. Purpose

The School Board recognizes that in order to achieve its mission, communication of student achievement and progress must be meaningful, accurate, consistent and supportive of learning. It is the School Board's position that a standards based grading system designed to accurately report student achievement of academic standards through providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards based instruction and graduation requirements supports student learning and provides the most meaningful, accurate and consistent communication of a student's progress.

II. General Statement of Policy: Grading and Reporting Standards of Practice

- A. Student academic grades will communicate academic achievement based on clearly defined academic performance standards.
- B. Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.
- C. Quality assessments and properly recorded evidence of achievement will be used when determining grades on student work.
- D. Term grades will be determined in a manner that accurately represents students' attainment of the standards and promotes student learning.
- E. Teachers will involve students in the assessment and grading process throughout the learning cycle in an age-appropriate manner.

III. Areas of Responsibility

The ISD 279 School Board establishes and creates an environment to ensure all students the opportunity to attain maximum potential through a sound organizational framework. The School Board recognizes and values parents and/or guardians and students as partners in supporting successful student learning.

- A. The Superintendent will provide leadership and manage operations of the school district in order to implement and evaluate the Grading and Reporting Policy. The Superintendent will oversee the development and implementation of procedures and practices for grading and reporting student progress and achievement in Osseo Area Schools.
- B. Site Leaders are responsible for ensuring implementation of the Grading and Reporting Standards of Practice within the programs and buildings they manage.
- C. Teachers are responsible for effectively implementing classroom assessments and applying the Grading and Reporting Standards of Practice.
- D. The school district allows for the use of weighted grades for classes that involve a more rigorous curriculum and course of study. Such classes may include: Advanced Placement classes (AP); International Baccalaureate classes (IB) and selected Autonomous Learner Program (ALP) classes. District high schools will specifically designate in registration handbooks (available online) all classes which afford weighted grading due to academic rigor.

Reviewed: 2/20/2024

Revised: 9/20/2016

Adopted: 1/24/2012

Legal References

M.S. 123B.02, subd. 2 – General Powers of Independent School Districts

M.S. 123B.09, subd. 8 – Boards of Independent School Districts

PROCEDURE 626 EDUCATIONAL PROGRAMS – GRADING AND REPORTING STUDENT ACHIEVEMENT

- I. Definitions
 - A. Formative Assessments: work conducted when a student is still learning the materials as part of academic practice. A formative assessment is designed to provide direction for both students and teachers. For students, feedback from the formative assessment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For teachers, the feedback may mean changing instructional strategies, providing additional practice, or being ready to move forward. Examples of formative assessments include - teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks.
 - B. Modified Grading: grades that reflect a substantive change that alters the standard or the rigor of the standard.
 - C. Reporting: the communicating of a student’s achievement to the student and parents and/or guardians. This information may also become part of the student record.
 - D. Standard: a statement of what the student will be able to know, understand and be able to do.
 - E. Summative Assessments: work conducted when a student has had adequate instruction and practice to learn the content or skill. Summative assessments are designed to provide information to be used in making judgment about a student’s achievement at the end of a sequence of instruction. Examples of summative assessments include final drafts/attempts, tests, exams, assignments, projects, and performances.
- II. Student academic grades will communicate academic achievement based on clearly-defined academic performance standards.
 - A. Course/grade-level standards will provide the basis for determining grades for each course and grade level.
 - B. Grades will be determined by comparing student work to grade-level standard (not by comparing to other students’ work).
 - C. Entries into a grade book will be organized in a way that clearly aligns student work to reporting standards.
 - D. The school district will provide students and/or their parents/guardians, on a regular basis, a report of student progress toward achieving required content standards and information on how to schedule counseling/advisory appointments to discuss the progress and learning opportunities available to the student. The Superintendent’s designee will determine the manner and method of providing such reports and information.
 - E. Parents/guardians may request progress reports, in addition to the periodic reports, by arrangement with the student’s teacher or counselor.
- III. Academic achievement will be separated from all other non-academic behaviors when teachers assign student grades.
 - A. While recognizing that student collaboration is a key instructional strategy, grades must be based on individual, not group, achievement.

- B. Non-academic behaviors such as responsibility, resourcefulness, communication, and problem solving will be communicated separately from achievement at the elementary level. Communication around non-academic behaviors at the secondary level may be reported through the following mechanisms: report card comments, mid-trimester reports, parent-teacher conferences, and individual communication from school staff directly to the parent/guardian. Attendance is reported separately at both the elementary and secondary sites.
 - C. In cases of academic dishonesty, students will still be required to complete the work or a reasonable alternative. Teachers and administrators will follow system procedure that will both deter and respond to incidents of academic dishonesty.
- IV. Quality assessments and properly recorded evidence of achievement will be used when determining grades on student work.
- A. Teachers will use formative and summative assessments that meet rigorous design criteria (e.g., clear targets, appropriate match of target and method, appropriate sampling, and lack of bias and distortion).
 - B. Teachers will use rubrics, assessment checklists, and other types of scoring guides to communicate expectations and to provide feedback on various types of student work (e.g., products, projects, and other performances).
 - C. Teachers will utilize district-determined procedures for marking students with "modified grading" status (Gifted Education/Special Education/English Language Learners/other students receiving significantly modified instruction).
 - D. Teachers will use common summative assessments based on grade-level or course-level standards.
- V. Term grades will be determined in a manner that accurately represents students' attainment of the standards and promotes student learning.
- A. A minimum of 80% of the term grade will be determined by summative assessments, such as unit or course tests, performance tasks, projects, etc. The remaining percentage may include classwork, homework, and other formative assessment results.
 - B. Teacher professional judgment plays an important role in the grading process, including the responsibility to override computer-calculated grades when there is evidence that the calculated grade does not accurately represent the student's attainment of the standards.
 - C. Students will be provided with multiple opportunities and multiple ways (within reasonable time limitations) to demonstrate what they know and understand.
 - D. Teachers will use a grading scale that reduces the disproportionate effect of zeroes and low Fs.
 - E. Students will have the opportunity to redo tasks tied to the standard to raise their grade, therefore extra credit will not be used.
- VI. Teachers will involve students in the assessment and grading process throughout the learning cycle in an age-appropriate manner.
- A. Teachers will ensure that students understand in advance how their grades will be determined.
 - B. Teachers will involve students in the assessment process, monitoring their progress, and communicating their achievement and progress to parents/families.

VII. Record Keeping

- A. The school district will use the State-prescribed format for high school transcripts. High school student transcripts will include at least the following information:
 - 1. The name of the high school course offering completed by the student;
 - 2. The grade achieved in each high school course offering;
 - 3. Date of completion of each high school course offering;
 - 4. The number of credits earned for each course offering.
- B. If a student's Individual Education Plan (IEP), or 504 Plan allows a modification or exemption for a standard, accomplishment of that standard will be recorded as PASS with no achievement score.

Reviewed: 2/20/25

Revised: 9/20/16

Adopted: 1/24/2012

Legal References

M.S. 123B.02, subd. 2 – General Powers of Independent School Districts

M.S. 123B.09, subd. 8 – Boards of Independent School Districts

Standards for Grading and Reporting

The following standards are foundational principles for grading and reporting practices in Osseo Area Schools. The standards provide direction for instruction and grading practices to ensure meaningful, accurate, and consistent grading and reporting of student achievement.

Standards #1: Student academic grades communicate academic achievement based on clearly-defined academic performance standards.

- 1a.** Course/grade-level standards provide the basis for determining grades for each course and grade level.
- 1b.** Grades are determined by comparing student work to grade-level standards (not by comparing to other students' work).
- 1c.** Entries into a grade book are organized in a way that clearly aligns student work to reporting standards.

Standard #2: Academic achievement is separated from all other non-academic behaviors when teachers assign student grades.

- 2a.** While recognizing that student collaboration is a key instructional strategy, grades must be based on individual, not group, achievement.
- 2b.** At the elementary level, non-academic behaviors such as responsibility, resourcefulness, communication, and problem solving are reported separately from achievement. Communication of non-academic behaviors at the secondary level may be reported through the following mechanisms: report card comments, mid-trimester reports, parent-teacher conferences, and individual communication from school staff directly to the parent/guardian. Attendance is reported separately at both the elementary and secondary sites.
- 2c.** In cases of academic misconduct, students will still be required to complete the work or a reasonable alternative. Teachers and administrators will follow system procedures that will both deter and respond to incidents of academic misconduct.

Standard #3: Quality assessments and properly recorded evidence of achievement are used when determining grades on student work.

- 3a. Teachers use formative and summative assessments that meet rigorous design criteria (e.g. clear targets, appropriate match of target and method, appropriate sampling, and lack of bias and distortion).
- 3b. Teachers use rubrics, assessment checklists, and other types of scoring guides to communicate expectations and to provide formative feedback on various types of student work (e.g. products, projects, and other performances).
- 3c. Teachers utilize district-determined procedures for marking grades based on modified standards (Special Education/Multilingual Learners/Other students receiving significantly modified instruction).
- 3d. Teachers use common summative assessments based on grade-level or course level standards. Grade level or course standards have been set through building-wide and/or system-wide collaboration.

Standard #4: Term grades are determined in a manner that accurately represents students' attainment of the standards and promotes student learning.

- 4a. A minimum of 80% of the term grade is determined by summative assessments (such as unit or course tests, performance tasks, projects). The remaining percentage may include classwork, homework, and other formative assessment results.
- 4b. Teacher professional judgement plays an important role in the grading process, including the responsibility to override computer-calculated grades when there is evidence that a calculated grade does not accurately represent the student's attainment of the standards.
- 4c. Students are provided with multiple opportunities and/or multiple modalities (within reasonable time limitations) to show what they know and understand.
- 4d. Teachers use a grading scale that reduces the disproportionate effect of zeroes and low Fs. The scale used in grades 6-12 will be 4-0.
- 4e. Extra credit will not be used because students will be provided with multiple opportunities and multiple modalities (within reasonable time limitations) to show what they know and understand.

Standard #5: Teachers involve students in the assessment and grading process throughout the learning cycle in an age appropriate manner.

- 5a. Teachers ensure that students understand in advance how their grades will be determined.
- 5b. Teachers involve students in the assessment process, monitoring their progress, and communicating their achievement and progress to parents/families.

Secondary Task Rubric

This is the mark that goes in the grade book for individual tasks. The range is from 4-0 and can be broken down as small as hundredths.

All marks are based on evidence of student learning of the *course or grade level standards*.

Task Mark	General Rubric Criteria Not all bullets apply to all tasks.	Examples
4 Excellent Exceptional Extended	<ul style="list-style-type: none"> Displays excellent quality Performs with high accuracy Applies the learning in complex ways Extends the expectations for meeting the standard 	<ul style="list-style-type: none"> High marks on nearly all rubric criteria for a specific task High accuracy on fundamental skills Excellent mark on a holistic scoring guide
3 Proficient Consistent Accurate	<ul style="list-style-type: none"> Displays high quality Performs with accuracy Applies the learning accurately Meets expectations for the standard 	<ul style="list-style-type: none"> Mix of upper marks on rubric criteria for a specific task Accuracy on fundamental skills High mark on a holistic scoring guide
2 Basic Simple Inconsistent	<ul style="list-style-type: none"> Displays basic quality Performs with inconsistent accuracy Applies the learning at a basic level Meets the standard at only the simplest level of content, task, or skill 	<ul style="list-style-type: none"> Mix of middle and low marks on rubric criteria for a specific task Varied accuracy on fundamental skills Mediocre mark on a holistic scoring guide
1 Developing Limited Partial	<ul style="list-style-type: none"> Displays limited quality Performs with little evidence of understanding Performs with limited accuracy Applies learning at a minimal level Does not meet expectations for the standard 	<ul style="list-style-type: none"> Mix of low marks on rubric criteria for a specific task Limited accuracy on fundamental skills Poor mark on a holistic scoring guide
0 Unacceptable Inaccurate Insufficient Evidence	<ul style="list-style-type: none"> Displays a lack of quality Performs with little evidence of understanding Applies learning inaccurately Demonstrates unacceptable errors or flaws Does not meet expectations for the standard 	<ul style="list-style-type: none"> Consistent low marks on rubric criteria for a specific task Unacceptable accuracy on fundamental skills Unacceptable mark on a holistic scoring guide

Multiple Opportunities to Demonstrate Performance

Purpose

This document describes the application of Standards Based Grading Benchmark 4c: Students will be provided with multiple opportunities and multiple modalities (within reasonable time limitations) to show what students know and understand relating to the standard.

This work is based on the following beliefs:

- Everyone can learn more (ISD 279 Core Value).
- Standards-Based Grading is about improving learning for all students.
- Feedback during the learning process (formative assessment and/or academic practice) helps teachers and students know what a student has learned and what still needs to be learned.
- Feedback also helps students prepare for success on summative (final) assessments.

District 279 plan for multiple opportunities:

- On most summative assessments, students will have a second opportunity to show what they have learned.
- In *selected* situations, teachers may choose not to offer a second opportunity and will communicate this to students in advance. This assumes that through extensive work during the learning process, students are receiving feedback that helps them prepare for success on the summative assessment. An example of this is a multiple draft writing project in which students receive feedback from the teacher as they write and revise each draft. Because the teacher is giving feedback for improvement through the writing process, the teacher may choose not to offer a second opportunity on the final paper.
- Students will need to complete additional learning practice before the second opportunity. Teachers determine what the additional learning will be and how much time is allowed for it, and will communicate these expectations to students in advance.
- Second opportunities will be of similar rigor as the original. Teachers will determine and communicate the time frame for completing the second opportunity.
- Students earn full credit for a second opportunity, up to a score of 4. The highest score earned is the score recorded.

- Students will be expected to complete quality formative (practice) work and fully prepare for summative assessments. Having a second opportunity supports learning and ensures students have a chance to show what they have learned. They are not intended as a way to avoid studying or doing homework. Students should plan for success and prepare fully for the original assessment.
- End of trimester final assessments may not have second opportunities.

Multiple Opportunities in Practice

Additional Learning and Time Frame

Students need to complete additional learning before retaking an assessment. The additional learning should include formative feedback and may include additional instruction, if needed. Several examples are provided below:

- Example: Student reflection required.
- Example: Relevant formative work completed (not redone but completed if not already done). Teachers may have a well-communicated expectation that in order to retake, students need to have relevant formative work completed before taking the summative the first time.
- Example: Meeting between the teacher and student and some additional formative work on relevant standards before the second opportunity.
- NOTE: The required additional learning cannot discourage the second opportunity.
- NOTE: Reasonable time frame for completing the second opportunity is determined by the teacher (or team/department or site), and communicated to students in advance.

The Multiple Opportunity Itself

Multiple opportunities will be the same difficulty as the original assessment and ideally, will focus only on selected standards, to help manage both teacher and student workload.

- A second opportunity could be in a different format, but the same level of difficulty must be maintained.
- A second opportunity is an ideal way to provide for different modalities.
- A second opportunity does not need to be exhaustive; for example, a 1:1 meeting between the teacher and student in which the student demonstrates understanding may be used as evidence of learning.
- A second opportunity may be a retake of the original assessment.
- End of trimester assessments may be exempt from multiple opportunities. This must be communicated to students in advance and the final assessment's grade needs to be a fair percentage of the overall grade.
- Sites need to make an effort to allow students to complete multiple opportunities during the school day, whenever possible, in addition to before or after school options. We want all students to have the opportunity for a second attempt, even if they are unable to arrange before/after school transportation.



**Osseo Area
Schools**

School Based Health Center

**Park Center Senior High School & Brooklyn Middle
School**

Tuesday, January 6, 2026



Outcomes

- Understand what a School-Based Health Center (SBHC) is and how it supports identified student needs and academic outcomes.
- Review what an SBHC could look like in Osseo Area Schools, including proposed services and alignment with district priorities.
- Consider how identified community needs guide partner selection and support sustainable, effective implementation.

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.

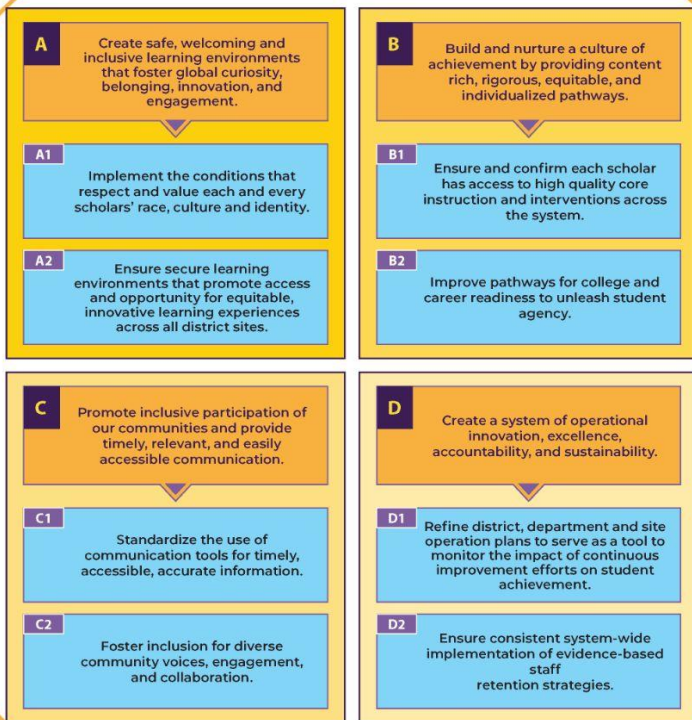
VISION

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 THE CONCEPT OF HOLDING SPACE

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

Alignment to Strategic Direction B1

- Health needs identified in this presentation (vision, dental, chronic conditions, mental health) are *documented barriers to attendance, engagement, and learning*.
- School-based access minimizes lost instructional time and increases continuity of care.
- The SBHC is positioned as an *enabling condition for academic success*, not an add-on program.

Alignment to Strategic Direction A1

- The SBHC operates as a *safety-net model*, ensuring access regardless of ability to pay or insurance status..
- Proposed services directly respond to *community-identified needs*, including mental health support, basic care, and culturally responsive services.
- Locating services in schools removes transportation and access barriers, strengthening belonging, trust, and connection to school.

WHAT is an SBHC?

State Law 2023

“School-based health center’ or ‘comprehensive school-based health center’ means a safety net health care delivery model that is **located in or near a school facility** and that **offers comprehensive medical care**, including preventive and behavioral health services, provided by licensed and qualified health professionals in accordance with federal, state, and local law, to **all students and youth within a school or district regardless of ability to pay, insurance coverage, or immigration status.**” Minn. Stat. § 145.903

Characteristics

- In or near a school
- Serves students first
- Ensures equity by turning no child away for their ability to pay
- Eases access to care that helps kids learn and communities thrive



MINNESOTA
SCHOOL-BASED
HEALTH ALLIANCE

What are School Health Services?

School health services include, but are not limited to



School nurses



School psychology



School counselors



School social
workers services



What is School-Based Health Care?

School-based health care is provided through school and community health organization partnerships, and in collaboration with school administration and health services staff.

This care includes but is not limited to



Primary care



Mental health



Oral health



Vision services

School-based health centers (SBHCs) offer the most comprehensive type of school-based health care. The Center for Disease Control and Prevention's (CDC) Community Preventive Services Task Force recommends [school-based health centers \(SBHCs\)](#) as an evidence-based model that improves educational and health outcomes.



HOW do SBHCs Improve Student Equity?

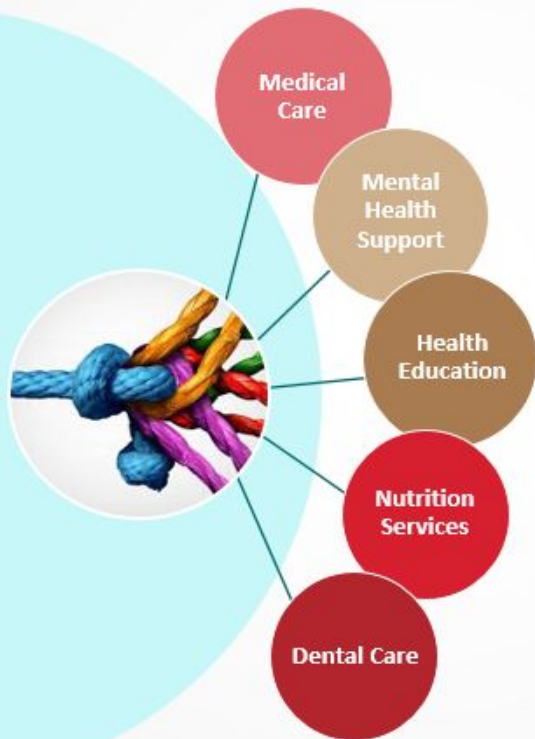
ACCESS TO CARE

MULTIDISCIPLINARY

IMBEDDED

OUTCOMES

School-Based Clinics offer students equitable access to integrated health care that supports their learning



Works hand in hand with school nurses

Supports teachers

Aligns with mission to educate and graduate

Integrates with schools' tiered support system

Helps families overcome barriers: time, transportation and costs

Works with and for families

Increases attendance and time in class

Improves student behavior & decreases disciplinary referrals

Lowers dropout rates & increases graduation rates

Offers care continuity

Disrupts disparities in education

Decreases Medicaid costs

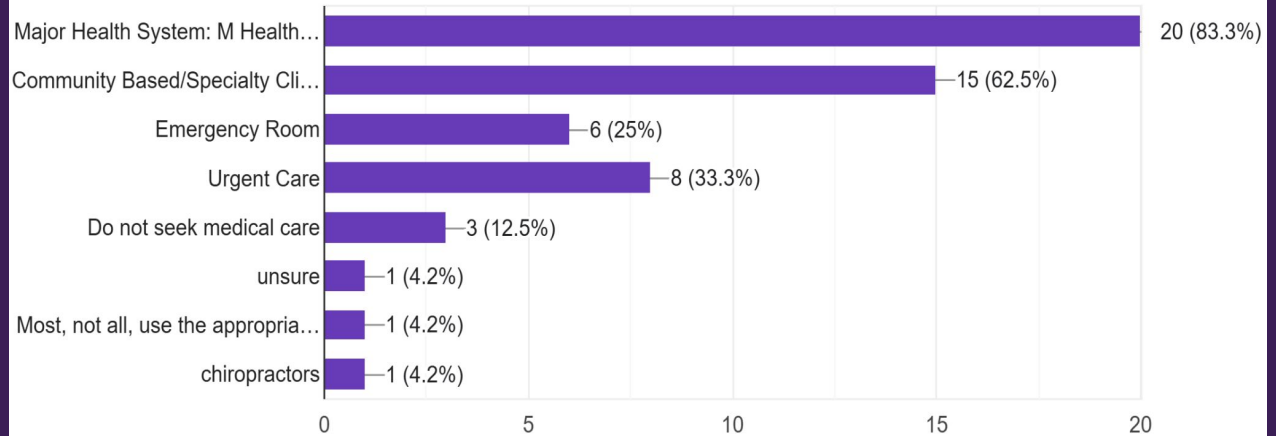
➤ A Path Forward to an SBHC



District Nurse Survey - Fall 2025

Where do your students receive primary care?

24 responses



Community Reported Health Needs:

- **Access to Vision and Dental Care:** These basic health services were identified as essential for student health but are often difficult to access.
- **Affordable Health Care and Transportation:** Many families expressed difficulties in accessing affordable health care, with transportation cited as a significant barrier to care.
- **Education and Support:** There is a strong desire for educational resources on topics such as human development, nutrition, and managing chronic conditions (e.g., asthma, diabetes).
- **Access to Mental Health Services:** Mental health support was seen as a critical need, especially considering waitlists for assessments and a lack of culturally responsive services.
- **Basic Health Needs:** There was a clear gap in access to routine health care, including immunizations and basic health checkups.

Barriers to Accessing Health Care:

- **Wait Lists and Insurance Navigation:** Long wait times for services, particularly mental health care, were a major concerns
- **Cultural Responsiveness:** There was a lack of culturally competent care, which limits access and effectiveness for diverse population
- **Logistical Issues:** Challenges like transportation, appointment scheduling, and navigating insurance complicated access to necessary care

▶ SBHC SUSTAINABILITY RECOMMENDATIONS

**School
population
>750 for full
time staffing**

**~ 70% free
and reduced
lunch rate**

**50% of
students
consented/
registered
end of year 1**

**70% +
students
consented/
registered
end of year 2**

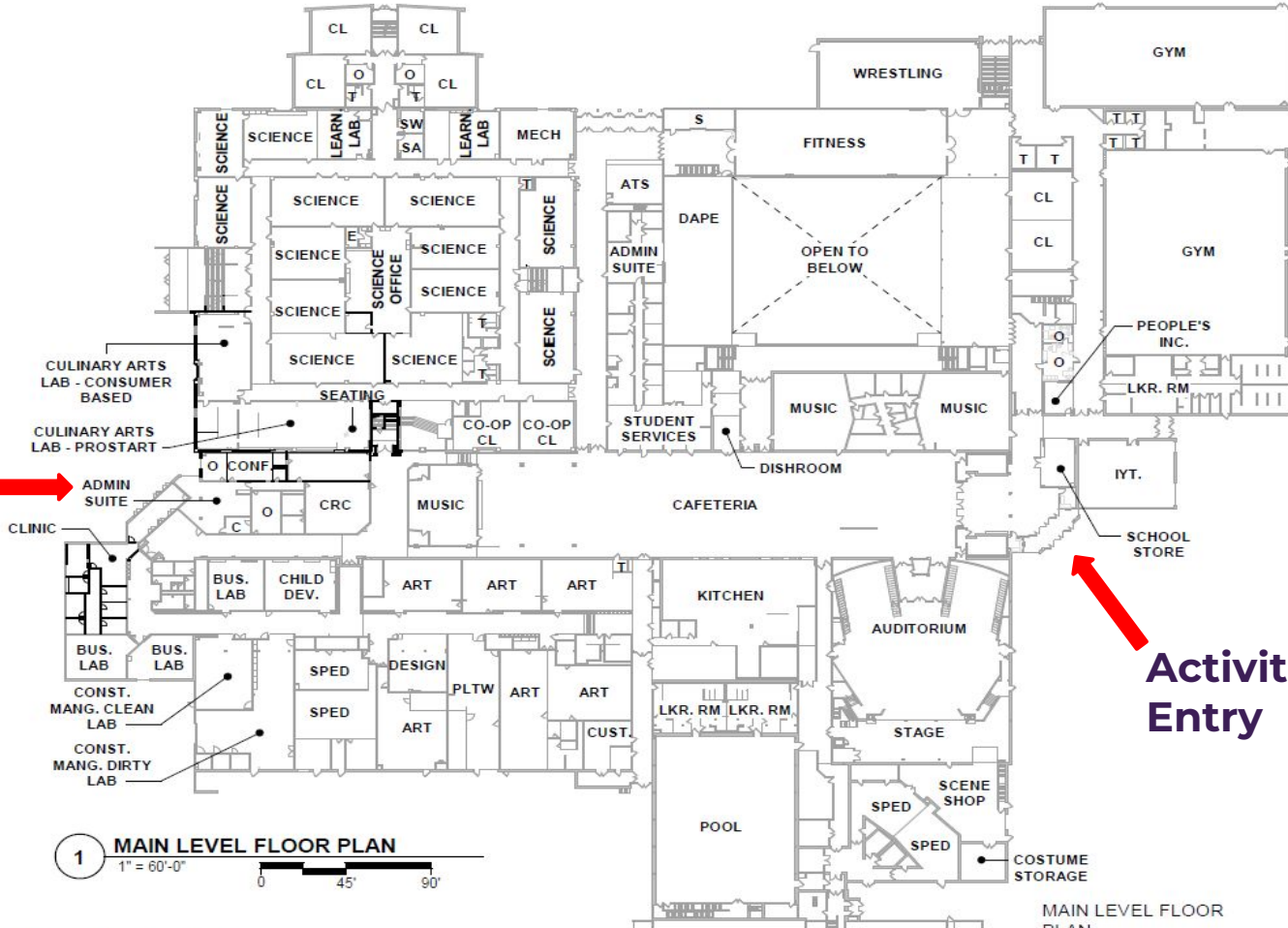
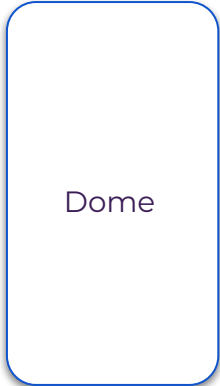
**50%
one visit to
the SBHC**



Main Entry



Activities Entry

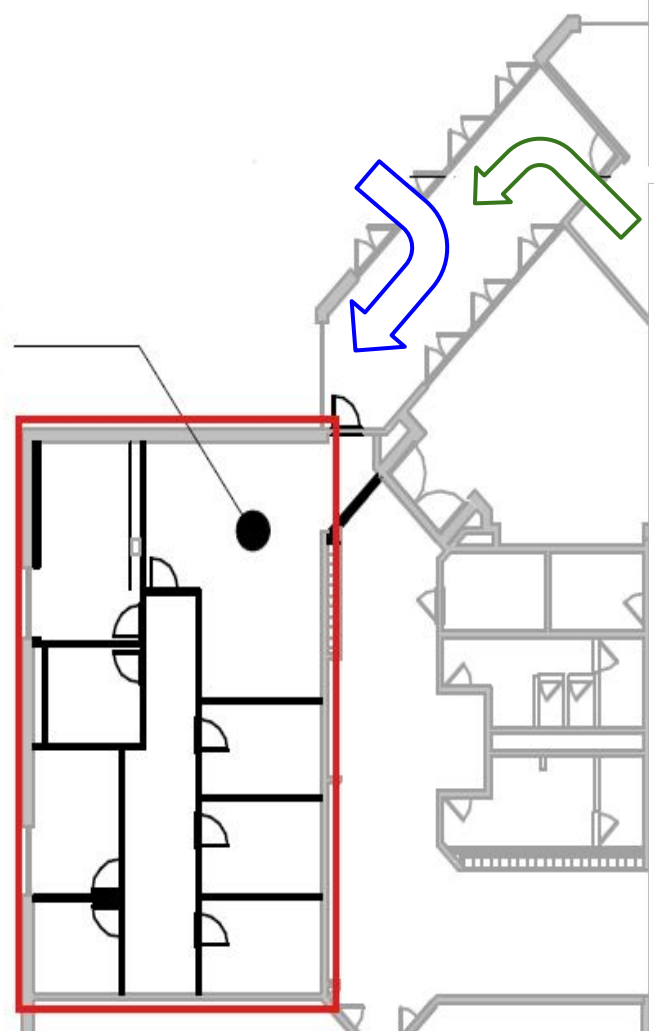


1 MAIN LEVEL FLOOR PLAN
1" = 60'-0"
0 45' 90'

MAIN LEVEL FLOOR PLAN
UG 1.0

Clinic Access

CLINIC





HealthPartners
Park Nicollet



HealthPartners
Park Nicollet



Key Partners: School Partner Responsibilities

- Provide space for the SBHC
- Implement policies that facilitate the student's use of the SBHC during the school day
- Conduct outreach in partnership with the SBHC (e.g., consents)
- Liaison with school health services (school nurse)
- Lead the planning group/advisory committee
- Conduct outreach for the SBHC

Key Partners: Health Center Responsibilities

- Manage the consent process for the SBHC
- Employ SBHC staff
- Bill insurers
- Complete and regularly update Pro Forma for SBHC services
- Provide health information technology infrastructure
- Provide medical equipment and supplies
- Drive quality improvement
- Participate on the advisory committee



 Osseo Area
Schools

KIM MONETTE



“Kim Monette leads from the heart. She believes that everyone who works at Brooklyn Middle STEAM School is family and a part of the Bulldog community for a reason. Her compassion extends to staff and students when they have a need.”

-Beth Cashman, Science Teacher



 Osseo Area
Schools

DR. ANTWAN HARRIS



“Dr. Harris leads with a level of compassion, realism, and authenticity that is unmatched. He is open to ideas and empowers his staff to make Park Center a better place for students, staff, and the community, and he has strengthened the overall buy-in at PCSH through his supportive and empowering leadership.”

-Park Center Senior High School staff



**Osseo Area
Schools**

Questions?



**Osseo Area
Schools**

Update on District Operational Plan

Best Place to Work, Best Place to Learn

CABINET MEMBERS | JAN. 6, 2026

Outcomes

Board members will:

- Learn about the district's revised 2025-2026 operational plan; and
- Gain a deeper understanding of its alignment to the strategic directions.

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

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TRANSPARENCY
INTRINSIC VALUE

Continuous Improvement Magnifier



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

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

COHERENCE

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

STRATEGIC DIRECTION

Goal: The goal we are trying to achieve.

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

Process Measures: Implementation Measures

Outcome Measures: Impact Measures

Strategic directions

- A. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- C. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.
- D. Create a system of operational innovation, excellence, accountability and sustainability.

Strategic Direction A, Goal 1

Increase every student's sense of belonging, safety, and respect across all school environments (culture and climate).

Strategies	Measure: Process	Measure: Outcome
<p>MnMTSS</p> <ul style="list-style-type: none">Strengthen Tier 1 culture systems (SEL, PBIS) to consistently model and reinforce belonging.Deepen Tier 2–3 supports so students feel seen and supported before challenges escalate. <p>Continuous Improvement Magnifier</p> <ul style="list-style-type: none">Use the Equity Transformation Cycle to identify and reduce the use of exclusionary practices.	<ul style="list-style-type: none">Tier 1 fidelity checks completed each fall and springIntervention tracking system used consistentlyEnvironmental scan at all sitesCoordinated Professional Development100% of sites complete ETC cycle	<ul style="list-style-type: none">An increase to 90% of students report feeling respected and included from 73% in 2025.A decrease in students reporting feeling bullied or harassed by a peer in the last thirty days from 20% in 2025 to 15% in 2028.100% of Sites participate in May Reflection-Equity Challenge, Learning, and Action Presentations.

Strategic Direction A, Goal 2

Ensure all school environments—physical and cultural—signal welcome, safety, and inclusion for every student and family.

Strategies	Measure: Process	Measure: Outcome
<p>Building a Better Future</p> <ul style="list-style-type: none">• Design and build environments that reflect student identities, culture, safety and joy.• Align staffing, instructional resources, and transitions to ensure inclusive experiences in new or repurposed spaces.	<ul style="list-style-type: none">• Construction milestones met• On target with estimated construction costs (value engineering any overages)• On-time facility transition planning (staffing/curriculum alignment)	<p>Community survey</p> <ul style="list-style-type: none">• 85% or more students and families satisfied with school environments.*• 85% or more feel that bond dollars have been used responsibly.*

Strategic Direction B, Goal 1

Strengthen high-quality, rigorous core instruction so all students experience rigorous learning with appropriate support.

Strategies	Measure: Process	Measure: Outcome
<p>MnMTSS</p> <ul style="list-style-type: none"> Implement a coherent MTSS framework to ensure strong Tier 1 instruction and timely intervention. Build leader capacity to observe, coach, and grow rigorous instructional practice through Instructional Leadership Academy (ILA) and learning walks. <p>Program Improvement Process (PIP)</p> <ul style="list-style-type: none"> Math (K-12) Social Studies (K-12) Health (K-12) English language learner standards (WIDA) in core classes (K-12) 	<ul style="list-style-type: none"> Professional Learning Team (PLT) goals Accountability for Tier 1 effectiveness as measured in RTI (response to intervention) Stored Leaders complete ILA phases Learning walkthroughs 	<ul style="list-style-type: none"> Students in grades 2–10 who meet expected growth on aReading will increase from 40% to 43%. Increased aggressive growth at the 75th percentile from 12% in 24-25 to 15% in 25-26.

Strategic Direction B, Goal 2

Expand equitable access to advanced, experienced, and credentialed pathways that prepare students for future success.

Strategies	Measure: Process	Measure: Outcome
<p>College and Career Readiness Pathways</p> <ul style="list-style-type: none"> Expand high-value pathways (credentials, bilingual seals, internships, accelerated, online options) so participation mirrors district demographics. <p>Continuous Improvement Magnifier</p> <ul style="list-style-type: none"> Elevate the District Behavior Specialist (DBS) program to increase utilization and student outcomes. Strengthen American Indian Education supports with a targeted focus on graduation and cultural relevance. Align PreK (VPK & PreK 4-year old alignment) systems to support Kindergarten readiness and long-term academic success. 	<ul style="list-style-type: none"> Secondary pathway participation data MDE child count data (Dec. 1st) Licensed Special Education staff retention data American Indian Education improvement attendance milestones 	<ul style="list-style-type: none"> Increased credentialing / accelerated pathway achievement <ul style="list-style-type: none"> American Indian 64% to 80% Asian 69% to 80% Black 55% to 80% Hispanic 52% to 80% Multiracial 63% to 80% White 71% to 80% Increased licensed special education staff retention from 90.2% to 92%. Decrease in students starting Kindergarten in center based programming from 12% to 8% of all Kindergarten students on IEPs. Increased American Indian student graduation rate from 68.6% to 75.9%.

Strategic Direction C, Goal 1

Increase awareness of Osseo Area Schools' identity, promise and results among current and prospective families; this awareness is converted into trust, satisfaction and action.

Strategies	Measure: Process	Measure: Outcome
<p>Districtwide communication plan</p> <ul style="list-style-type: none"> • Ensure communication tools are used effectively across sites. • Implement communication practices that center clarity, cultural responsiveness and accessibility. • Expand multilingual supports and remove barriers to accessing them. • Strengthen brand identity to help families easily recognize and trust district and school communications. 	<ul style="list-style-type: none"> • Viewership and engagement metrics (web, e-news, social, video) • Tool usage (Mass Notification, TalkingPoints, Schoology, Seesaw, Synergy) • School check-ins • Audit via NSPRA's rubric • Audit via MDE Language Access Plan • SWOT analysis • Media coverage 	<p>Community survey</p> <ul style="list-style-type: none"> • 90%+ of our district, school and classroom communication rated timely and accessible. * • 90%+ of our district, school and classroom communication rated clear and easy to understand. * • 90%+ of our community will feel heard and valued. * • 90%+ of our community will trust the district. *

Strategic Direction D, Goal 1

Ensure clear and transparent enrollment-related information that converts awareness into action and reflects district’s care and concern.

Strategies	Measure: Process	Measure: Outcome
<ul style="list-style-type: none"> ● Implement a robust enrollment marketing plan that showcases the uniqueness of each program and the student supports alongside them. ● Implement a robust communication plan for the attendance boundary changes coming into effect. 	<ul style="list-style-type: none"> ● Advertisements ● Viewership and engagement metrics (web, e-news, social, video) ● School check-ins ● Audit via NSPRA’s rubric ● SWOT analysis ● Media coverage 	<ul style="list-style-type: none"> ● Nov. 1 enrollment data reflects an increase in student population. ● Spring student retention data reflects 90% or better (2023-24 cohort was 89.7% year one). ● Enrollment decreases less than 2.5% from Nov. 1 projections. ● 95% of elementary and middle school students successfully attend newly assigned school site on Sept. 8, 2026. * ● 90%+ of our community will trust the district. *

Strategic Direction D, Goal 2

Advance innovative, efficient, and sustainable operational systems that support safety, reliability, and long-term district success.

Strategies	Measure: Process	Measure: Outcome
<ul style="list-style-type: none"> Align district, department, and site priorities through three-year operational planning Enhance cybersecurity and data protection to ensure safe, reliable operations. Leverage AI and emerging technologies to improve efficiency, service, and decision-making. Mentorship programs Competitive, equitable and sustainable compensation packages Grow Your Own 	<ul style="list-style-type: none"> Completion of transition milestones Audit and compensation study results Three-year plans submitted IT Critical Incident Response SLA Periodic phishing assessment scores Completion of Digital Security Response and continuity plans Developing data set for AI next steps Survey data on mentee's experience Collect and evaluate market data Program participation and completion rate 	<ul style="list-style-type: none"> Improved operational reliability, responsiveness and user satisfaction via the Morris Leatherman survey * Baseline data provided from Staff Stakeholder survey - items from the Continuous Improvement scale Improved Microsoft Security score. Improved Cyber Assessment score. 85% or more feel that levy dollars have been used responsibly * Hiring data Retention data

Thank you!

HAPPY TO ANSWER ANY QUESTIONS

2025-26 Districtwide Operational Plan for Best Place to Work, Best Place to Learn

Strategic Directions:

- A. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
- B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
- C. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.
- D. Create a system of operational innovation, excellence, accountability and sustainability.

Strategic Direction	Goals	Strategies	Measures	
			Process	Outcome
A	1. Increase every student's sense of belonging, safety, and respect across all school environments (culture and climate).	<p>MnMTSS</p> <ul style="list-style-type: none"> ● Strengthen Tier 1 culture systems (SEL, PBIS) to consistently model and reinforce belonging. ● Deepen Tier 2–3 supports so students feel seen and supported before challenges escalate. <p>Continuous Improvement Magnifier</p> <ul style="list-style-type: none"> ● Use the Equity Transformation Cycle to identify and reduce the use of exclusionary practices. 	<ul style="list-style-type: none"> ● Tier 1 fidelity checks completed each fall and spring ● Intervention tracking system used consistently ● Environmental scan at all sites ● Coordinated Professional Development ● 100% of sites complete ETC cycle 	<ul style="list-style-type: none"> ● An increase to 90% of students report feeling respected and included from 73% in 2025. ● A decrease in students reporting feeling bullied or harassed by a peer in the last thirty days from 20% in 2025 to 15% in 2028. ● 100% of Sites participate in May Reflection-Equity Challenge, Learning, and Action Presentations.

	<p>2. Ensure all school environments—physical and cultural—signal welcome, safety, and inclusion for every student and family.</p>	<p>Building a Better Future</p> <ul style="list-style-type: none"> • Design and build environments that reflect student identities, culture, safety and joy. • Align staffing, instructional resources, and transitions to ensure inclusive experiences in new or repurposed spaces. 	<ul style="list-style-type: none"> • Construction milestones met • On target with estimated construction costs (value engineering any overages) • On-time facility transition planning (staffing/curriculum alignment) 	<ul style="list-style-type: none"> • 85% or more students and families satisfied with school environments. * • 85% or more feel that bond dollars have been used responsibly. *
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Strategic Direction	Goals	Strategies	Measures	
			Process	Outcome
<p>B</p>	<p>1. Strengthen high-quality, rigorous core instruction so all students experience rigorous learning with appropriate support.</p>	<p>MnMTSS</p> <ul style="list-style-type: none"> • Implement a coherent MTSS framework to ensure strong Tier 1 instruction and timely intervention. • Build leader capacity to observe, coach, and grow rigorous instructional practice through Instructional Leadership Academy (ILA) and learning walks. <p>Program Improvement Process(PIP)</p> <ul style="list-style-type: none"> • Math (K-12) • Social Studies (K-12) • Health (K-12) • English language learner standards (WIDA) in core classes (K-12) 	<ul style="list-style-type: none"> • Professional Learning Team (PLT) goals • Accountability for Tier 1 effectiveness as measured in RTI (response to intervention) Stored • Leaders complete ILA phases • Learning walkthroughs 	<ul style="list-style-type: none"> • Students in grades 2–10 who meet expected growth on aReading will increase from 40% to 43%. • Increased aggressive growth at the 75th percentile from 12% in 24-25 to 15% in 25-26.

	<p>2. Expand equitable access to advanced, experienced, and credentialed pathways that prepare students for future success.</p>	<p>College & Career Readiness Pathways</p> <ul style="list-style-type: none"> Expand high-value pathways (credentials, bilingual seals, internships, accelerated, online options) so participation mirrors district demographics. <p>Continuous Improvement Magnifier</p> <ul style="list-style-type: none"> Elevate the District Behavior Specialist (DBS) program to increase utilization and student outcomes. Strengthen American Indian Education supports with a targeted focus on graduation and cultural relevance. Align PreK (VPK & PreK 4-year old alignment) systems to support Kindergarten readiness and long-term academic success. 	<ul style="list-style-type: none"> Secondary pathway participation data MDE child count data (Dec. 1st) Licensed Special Education staff retention data American Indian Education improvement attendance milestones 	<ul style="list-style-type: none"> Increased credentialing / accelerated pathway achievement <ul style="list-style-type: none"> American Indian 64% to 80% Asian 69% to 80% Black 55% to 80% Hispanic 52% to 80% Multiracial 63% to 80% White 71% to 80% Increased licensed special education staff retention from 90.2% to 92%. Decrease in students starting Kindergarten in center based programming from 12% to 8% of all Kindergarten students on IEPs. Increased American Indian student graduation rate from 68.6% to 75%.
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Strategic Direction	Goals	Strategies (Concise + Empowering)	Measures	
			Process	Outcome
C	<p>1. Increase awareness of Osseo Area Schools' identity, promise and results among current and prospective families; this awareness is converted into trust, satisfaction and action.</p>	<p>Districtwide communication plan</p> <ul style="list-style-type: none"> Ensure communication tools are used effectively across sites. Implement communication practices that center clarity, cultural responsiveness and accessibility. Expand multilingual supports and remove barriers to accessing them. Strengthen brand identity to help families easily recognize and trust district and school communications. 	<ul style="list-style-type: none"> Viewership and engagement metrics (web, e-news, social, video) Tool usage (Mass Notification, TalkingPoints, Schoology, Seesaw, Synergy) School check-ins Audit via NSPRA's rubric Audit via MDE Language Access Plan SWOT analysis 	<ul style="list-style-type: none"> 90%+ of our district, school and classroom communication rated timely and accessible. * 90%+ of our district, school and classroom communication rated clear and easy to understand. * 90%+ of our community will feel heard and valued. * 90%+ of our community will trust the district. *

			<ul style="list-style-type: none"> • Media coverage 	
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Strategic Direction	Goals	Strategies (Concise + Empowering)	Measures	
			Process	Outcome
D	<p>1. Ensure clear and transparent enrollment-related information that converts awareness into action and reflects district's care and concern.</p>	<ul style="list-style-type: none"> • Implement a robust enrollment marketing plan that showcases the uniqueness of each program and the student supports alongside them. • Implement a robust communication plan for the attendance boundary changes coming into effect. 	<ul style="list-style-type: none"> • Advertisements • Viewership and engagement metrics (web, e-news, social, video) • School check-ins • Audit via NSPRA's rubric • SWOT analysis • Media coverage 	<ul style="list-style-type: none"> • Nov. 1 enrollment data reflects an increase in student population. • Spring student retention data reflects 90% or better (2023-24 cohort was 89.7% year one). • Enrollment decreases less than 2.5% from Nov. 1 projections. • 95% of elementary and middle school students successfully attend newly assigned school site on Sept. 8, 2026. * • 90%+ of our community will trust the district. *
	<p>2. Advance innovative, efficient, and sustainable operational systems that support safety, reliability, and long-term district success.</p>	<ul style="list-style-type: none"> • Align district, department, and site priorities through three-year operational planning. • Enhance cybersecurity and data protection to ensure safe, reliable operations. • Leverage AI and emerging technologies to improve efficiency, service, and decision-making. • Mentorship programs. 	<ul style="list-style-type: none"> • Completion of transition milestones • Audit and compensation study results • Three-year plans submitted • IT Critical Incident Response SLA • Periodic phishing assessment scores 	<ul style="list-style-type: none"> • Improved operational reliability, responsiveness and user satisfaction * • Baseline data provided from Staff Stakeholder survey - items from the Continuous Improvement scale.

		<ul style="list-style-type: none"> • Competitive, equitable and sustainable compensation packages. • Grow Your Own. 	<ul style="list-style-type: none"> • Completion of Digital Security Response and continuity plans • Developing data set for AI next steps • Survey data on mentee's experience • Collect and evaluate market data • Program participation and completion rate 	<ul style="list-style-type: none"> • Improved Microsoft Security score. • Improved Cyber Assessment score. • 85% or more feel that levy dollars have been used responsibly. * • Hiring data. • Retention data.
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1 Yr Board Calendar Meeting Topics – 2025-2026 School Year *(working draft)*

Draft March 18, 2025; updated December 17, 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
District Policy				<ul style="list-style-type: none"> ● Policy Committee Mtg (10/7/25) 		<ul style="list-style-type: none"> ● Policy Committee Mtg (12/9/25)
Op Oversight	Regular Meeting (7/22/25) <ul style="list-style-type: none"> ● Consent agenda (teacher contracts) ● Gifts to the district (brief meeting to act on required business) 	Work Session (8/19/25) <ul style="list-style-type: none"> ● Safety Management (portion of this agenda item to be closed to the public) ● Naming of New Elementary ● Board calendar review Regular Mtg (8/26/25) <ul style="list-style-type: none"> ● Presentation: Logo and Signage ● Superintendent's Report ● Non-public contracts for Student Services ● Contract approvals ● First Reading of Policy (Series 200) ● Negotiation Strat Mtg (closed) 	Work Session (9/9/25) <ul style="list-style-type: none"> ● Continue Committee Work (to be rescheduled) ● Monitoring Report A ● Crest View Update ● Board calendar review Regular Mtg (9/23/25) <ul style="list-style-type: none"> ● Introduction of Student Board Representatives ● Superintendent's Report ● Preliminary Levy (action item with presentation) ● Preliminary FY 2025 Financial Report (presentation) ● General Liability Insurance Renewal ● Negotiation Strat Mtg (closed) 	Work Session (10/7/25) (Meeting location: Brooklyn Middle) <ul style="list-style-type: none"> ● Student Stakeholder Survey* ● Cyber Security ● Instructional Leader presentation Regular Mtg (10/21/25) <ul style="list-style-type: none"> ● AVID presentation ● Student Board Representatives Report (to present summary of Student Stakeholder Survey discussion) ● Superintendent's Report ● Contract ratifications ● Lobbyist contract approval ● Negotiation Strategies Meeting (closed session) 	Work Session (11/11/25) <ul style="list-style-type: none"> ● Staff retention ● Comprehensive Achievement and Civic Readiness (CSCR), formerly World's Best Workforce, Results ● LRF Budget Parameters Regular Mtg (11/18/25) <ul style="list-style-type: none"> ● Superintendent's Report ● FY25 Financial Audit Results presentation ● Presentation: Aspen Ridge Elementary School New Mascot ● Property Committee (closed session) ● Negotiation Strategies Meeting (closed session) 	Work Session (12/9/25) <ul style="list-style-type: none"> ● Legislative Platform ● Enrollment ● 500 Series policies * Regular Mtg (12/16/25) <ul style="list-style-type: none"> ● Student Board Representatives Report (to present summary of 500 Series policies) ● Superintendent's Report ● Legislative Platform ● Final Levy/Truth in Taxation ● LTFM Update ● Contract ratifications ● Combined polling place resolution ● 27-28 Academic School Year Calendar ● Negotiation Strategies Meeting (closed session)
Board Gov./ Self Gov.		Work Session <ul style="list-style-type: none"> ● Standing item: Board calendar review 	Work Session <ul style="list-style-type: none"> ● Standing item: Board calendar review (15 min) 	Work Session <ul style="list-style-type: none"> ● Standing item: Board calendar review (15 min) 	Work Session <ul style="list-style-type: none"> ● Standing item: Board calendar review (15 min) 	Work Session <ul style="list-style-type: none"> ● Standing item: Board calendar review (15 min)
Sup Relations				Develop superintendent evaluation/goal setting process		90

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

Draft March 18, 2025; **updated December 17, 2025**

* indicates Student School Board Representatives in attendance to provide input

Osseo Area Schools						
DRAFT Proposed Topics: January-June 2026 Agenda/Calendar						
	January	February	March	April	May	June
District Policy			<ul style="list-style-type: none"> Policy Committee Meeting (3/10/26) 			<ul style="list-style-type: none"> Policy Committee Meeting (6/9/26)
Op Over-sight	<p>Organizational Meeting (1/6/26)</p> <ul style="list-style-type: none"> Election of board officers Board compensation Consent agenda (business, legal) Committee and Joint Board representatives Informational Items: Operating Protocols – Resolution and Agenda Setting <p>followed by</p> <p>Work Session</p> <ul style="list-style-type: none"> Standards-based Grading Practices School-based Health Clinic 1 year Operational Plan <p>Regular Mtg (1/20/26)</p> <ul style="list-style-type: none"> Targeted Services (NVMS) presentation Annual Radon Report Approval of property insurance carrier Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (2/10/26)</p> <ul style="list-style-type: none"> LRFP Budget Update Standards-based Grading Practices* (with Student Board Reps) <p>Regular Mtg (2/24/26)</p> <ul style="list-style-type: none"> Student Board Representatives Report (to present summary of Standards-based Grading Practices discussion) FY26 Budget Adjustments FY26 Capital Budget Approval Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session 3/10/26)</p> <ul style="list-style-type: none"> Somali community outreach Student Survey Update* <p>Regular Mtg (3/17/26)</p> <ul style="list-style-type: none"> Student Board Representatives Report Technology bid awards E-rate bid awards Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (4/7/26)</p> <ul style="list-style-type: none"> Vision Cards C & D (attendance, truancy) Class Sizes with Boundary Changes Standards Based Grading Update <p>Regular Mtg (4/21/26)</p> <ul style="list-style-type: none"> Student Board Representatives Report Insurance renewals November 2026 election resolutions Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (5/5/26)</p> <ul style="list-style-type: none"> Technology Use Extracurricular Activities <p><i>School Board closed session following work session for purpose of supt. evaluation</i></p> <p>Regular Mtg (5/19/26)</p> <ul style="list-style-type: none"> Retiree recognition Student board rep recognition District Planning Advisory Council (DPAC) Recommendations November 2026 election resolutions Termination of probationary teachers Contract ratifications Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (6/9/26)</p> <ul style="list-style-type: none"> 2026-27 Budget Legislative Update Vision Cards B & E <p>Regular Mtg (6/23/26)</p> <ul style="list-style-type: none"> 2026-27 Budget 10-year LTFM Plan Contract ratifications Negotiations Strategy Meeting (closed session)
Board Gov./ Self Gov.	<ul style="list-style-type: none"> Election of board officers/annual meeting (AR) 					
Sup Relations	<ul style="list-style-type: none"> Mid-year Sup evaluation check-in (SM/Closed session, informal) 				School board conduct superintendent evaluation (closed meeting, May); report out (summary) at July meeting	