

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Board Room 11200 93rd Ave, N Maple Grove, MN 55369 Tuesday, January 18, 2022 6:00 PM
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Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.

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

Agenda Items

1. 6:00 p.m. Welcome and purpose
Kelsey Dawson Walton, Board Chair
2. 6:00 p.m. Check-in
Cory McIntyre, Superintendent
3. 6:15-7:00 p.m. Building a Better Future Update: Career and Technical Education 3
Pathways
Kelli Parpart, Assistant Superintendent of Secondary Schools; Jeremy Willey, Director: Department of Learning and Achievement; Godfrey Edaferierhi, Coordinator: Career and College Readiness; Heather Miller-Cink, Principal: Park Center Senior High School;
4. 7:00-7:30 p.m. Enrollment Update 53
John Morstad, Executive Director of Finance and Operations
5. 7:30-8:15 p.m. COVID-19 Preparedness Plan Update 74
Cory McIntyre, Superintendent; Troy Schreifels, Director of Facilities, Transportation and Risk Management; Collin O'Brien, COVID Response Team Coordinator; Dave Moredock, Coordinator of Risk Management
6. 8:15-8:30 p.m. Board Calendar Review 89
Cory McIntyre, Superintendent
7. 8:30 p.m. Adjourn
Board Chair

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

OSSEO AREA SCHOOLS

ISD  279

Career and Technical Education

Division of Leadership, Teaching, and Learning

School Board Meeting

January 18, 2022

Goals for Today

School board members will:

- ▶ understand the context for the Build a Better Future Career & Technical Education (CTE) Programming Work Group recommendations; and,
- ▶ feel comfortable supporting the proposed CTE speciality strands at each high school as a part of the Build a Better Future recommendations.

The Proposed Future of CTE in Osseo Area Schools

Minnesota Career Fields, Clusters & Pathways

MDE's Career Wheel Provides the Structure for CTE

 Early/Middle College Program



Proposed Specialty Strands for Osseo Area Schools

<u>Maple Grove Senior High School</u>	<u>Osseo Senior High School</u>	<u>Park Center Senior High School</u>
Business, Finance, and Marketing	Business Management	Finance and Marketing
Engineering Technology	Automotive Services	Construction Management
Design/Pre-construction	Health Careers	Education

Advisory Boards for Proposed Specialty Strands in Osseo Area Schools

Business, Management & Administration	Engineering, Manufacturing & Technology	Health Science Technology	Human Services <i>*In Development</i>
<ul style="list-style-type: none"> • Minneapolis Chamber of Commerce • DEED • North Hennepin Community College • Design Ready Controls • Genesys Works • Upsher Smith • COV Edina • Educational Credit Management Corporation • Diversified Plastics, Inc. • MN Employers' Association • Hennepin Technical College • City of Maple Grove 	<ul style="list-style-type: none"> • Dunwoody College • Automotive Service Excellence Foundation • Morrie's Automotive Group • Ford Motor Company • Carousel Motor Group • Borton Volvo • Hennepin Technical College • Luther Automotive Group • Dakota County Technical College 	<ul style="list-style-type: none"> • Osseo Police Department • International Rescue & Emergency Care Association • Allina Medical Clinic • Fairview • Osseo Fire Department • North Memorial Health • Memorial Blood Center • Spring Lake Park Schools • Southwest Metro Intermediate School District 	<ul style="list-style-type: none"> • St. Cloud State University • Metro State University • Osseo Area Schools Human Resources • BrookLynk

Proposed Specialty Strands: Maple Grove Senior High School

Specialty Strand:	Business, Finance, and Marketing	Engineering Technology	Design/Pre-construction
Career Field:	Business, Management, & Administration	Engineering, Manufacturing, & Technology	Engineering, Manufacturing, & Technology
Career Cluster(s):	Finance, Marketing	Science, Technology, Engineering, and Mathematics	Architecture and Construction
Pathway(s):	Business Finance, Merchandising	Engineering and Technology	Design/Pre-construction



Proposed Speciality Strands: Osseo Senior High School

Specialty Strand:	Business Management	Automotive Services	Health Careers
Career Field:	Business, Management, & Administration	Engineering, Manufacturing, & Technology	Health Science Technology
Career Cluster(s):	Business, Management and Administration	Transportation Distribution, and Logistics	Health Science
Pathway(s):	General Management	Sales and Services	Support Services and Therapeutic Services



Proposed Speciality Strands: Park Center Senior High School

Specialty Strand:	Finance and Marketing	Construction Management	Education
Career Field:	Business, Management, & Administration	Engineering, Manufacturing, & Technology	Human Services
Career Cluster(s):	Finance, Marketing	Architecture and Construction	Education and Training
Pathway(s):	Securities and Investment, Marketing Management, Marketing Communications	Construction	Teaching/Training

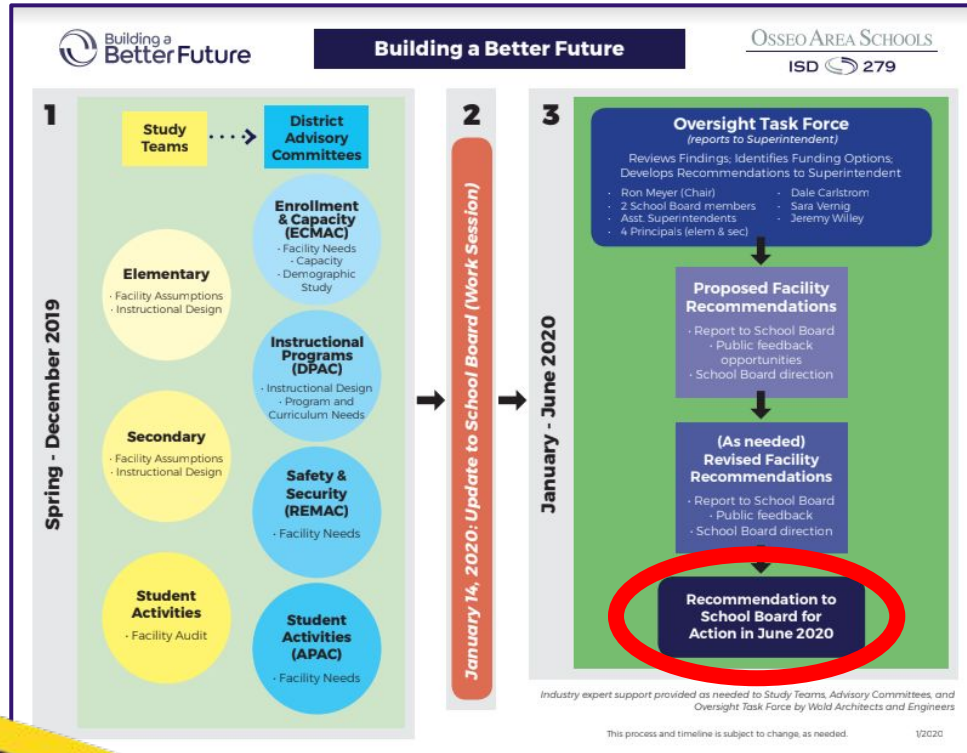


Existing Specialty Strand: Osseo Area Learning Center

Continue the Early/Middle College Program



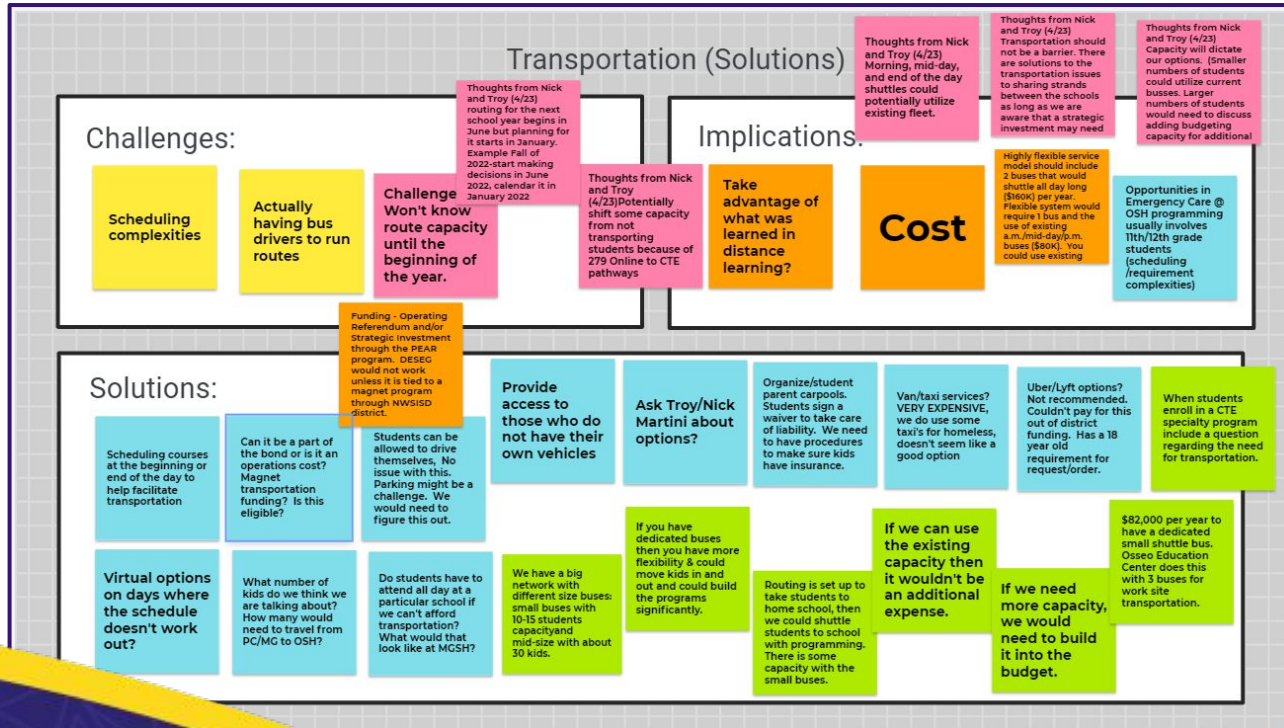
Building a Better Future



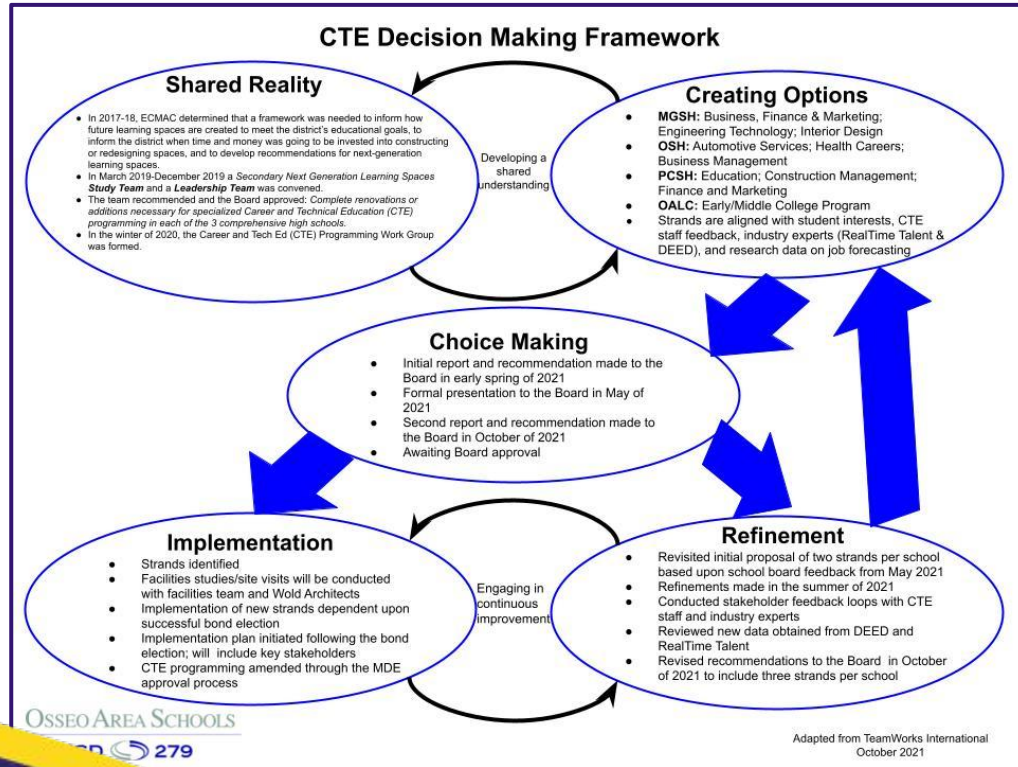
Osseo Area Schools

Exemplars of Our Work



CTE Jamboard Activity Identifying Challenges, Implications and Solutions



Decision Making Framework



Equity Magnifier



Equity Magnifier Questions:

1. Who are the racial, ethnic, socioeconomic and other marginalized groups that are affected by this policy, program, practice or decision? What are the potential impacts on these groups?

- PCSH** - Current CTE tallies reflect the demographics of the entire school; growth trend has been in finance & investment
- OSH** - Overall current tallies reflect the demographics of the school; however, % of the students in the Opportunities in Emergency Care (OEC) program are females of color and the majority of students in the automotive classes are White males
- OALC** - Early/Middle College is off-site, thereby creating disparity in those who don't have transportation; a shuttle is provided but that doesn't mitigate the transportation issue as it is scheduled to run only at the beginning and end of the day; there is an existing socioeconomic disparity; access to the program has been better since the colleges are offering more online courses
- MCSH** - The business tallies grew the most from last year to this year; tech ed has been consistent over time; FACS (non-kitchen based) is in the third year at MGSB and has grown from 0 student tallies to over 500 tallies and reflects the school demographics; business courses reflect the school demographics; Tech Ed has more males than females

2. Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences? Who does this policy, program, practice or decision benefit?

Initiative, Practice, Process, and/or Policy	Intended Outcome	Potential Unintended Consequence and Points for Monitoring	Action Steps to Mitigate (Immediate)	Action steps to Eliminate (long-term)
Students would potentially need to travel to another site to access a particular strand	All students would be able to access all specialty strand programs, regardless of their home school	Students not feeling comfortable at the other sites	Guided student tours at the receiving site Assigning a mentor/buddy	Positive experiences of students and families Word of mouth of other students
Creating unique specialty strands at each of our comprehensive high schools	Increase student choice Provide specialized learning experiences	Reduction in other elective areas	Progressive and incremental deployment of courses within the specialized strands Pre-registration communications with students promoting all elective areas Engaging, culturally responsive and relevant learning experiences in all elective areas Innovative new course proposals	Positive experiences of students and families in elective courses Word of mouth of other students Elective area marketing strategies

Initiative, Practice, Process, and/or Policy	Intended Outcome	Potential Unintended Consequence and Points for Monitoring	Action Steps to Mitigate (Immediate)	Action steps to Eliminate (long-term)
Early/Middle College programming is not offered on site at the OALC; offer only at the colleges (ITC & NHCC)	Provide an authentic college experience with additional support	OALC transportation to ITC is provided only at the beginning and end of the day and there is no transportation provided to NHCC	Work with transportation on determining how to meet the transportation needs of all OALC students Encourage the colleges to continue to offer more on-line courses	Incorporate the OALC students into the additional transportation that is already in place for the 3 comprehensive high schools
Creating unique specialty strands at each of our comprehensive high schools	Increase student choice Provide specialized learning experiences	Not enough students tally for the specialized strands	Progressive and incremental deployment of courses within the specialized strands Pre-registration communications with students promoting specialized strands Engaging, culturally responsive and relevant learning experiences in the specialty strands	Positive experiences of students and families in elective courses Word of mouth of other students Career opportunities for students who completed specialty strand programming

3. How have you intentionally involved stakeholders who are also members of the communities being affected by this policy, program, practice or decision? How have stakeholders and community members validated or invalidated your conclusions to questions 1 and 2?

- Weekly meetings with site CTE teachers to update them on our group's work and to seek their input
- Involved Industry Experts (RealTime Talent and DEED) who provided job forecasting data and input on our proposed strands
- Student CTE tallies and school clubs were used as input from students
- Anecdotal information from students
- Solicited Board feedback



At times, the student tallies did not align with the job forecasting data (example: Restaurant Management at Park Center). Our recommendation was based on a combination of student/Staff Interest AND job forecasting.

MDE CTE funding is contingent on the Comprehensive Local Needs Assessment. The Hermglen West CTE Consortium (of which Osseo Area Schools is a member) hired RealTime Talent to do the needs assessment for us. With that, the research and survey has already been done for us by RealTime Talent. See attached link (p. 518-529).

<https://drive.google.com/file/d/13eaN7H7uTfE4H4u0h7HtA4G0G0p/view?usp=sharing>

4. List all the potential barriers (structural, human, financial, community, etc.) to more equitable outcomes related to this policy, program, practice or decision.

See link for Jamboard activity directly below:
<https://jamboard.google.com/d/13eaN7H7uTfE4H4u0h7HtA4G0G0p/view?usp=sharing>

5. How will you mitigate the negative impacts and address the barriers identified above?

See link for Jamboard activity directly below:
<https://jamboard.google.com/d/13eaN7H7uTfE4H4u0h7HtA4G0G0p/view?usp=sharing>

6. Once the policy, program, practice or decision has been implemented, how will you gather and use the input from those impacted?

- Meet with CTE teachers regularly after initial implementation to identify benefits and barriers
- Collect transportation and scheduling, and staffing issues
- Determine the student crossover among the schools
- Survey the students who participated in the program
- Survey students who participated in a tour of another site
- Track the students who earned certifications (applicable only for those programs that have certifications)

7. What qualitative and quantitative evidence will you gather and analyze to determine the effects of this policy, program, practice or decision?

- Quantitative evidence - student tallies disaggregated by racial demographics
- Qualitative evidence - surveys and word-of-mouth
- Refer to question #2 for the Equity Magnifier graph

Adapted from: Copyright© 2010 by Corwin. All rights reserved. Reprinted from "Data Strategies to Uncover and Eliminate Hidden Impacts: the Workplace Effect" by Ruth S. Johnson and Robert Avner. La Salle, Thousand Oaks, CA, Corwin.

*Questions adapted and adopted from Portland Public Schools (Portland, OR) [Equity Magnifier](#)

Guiding Change Document

CTE PROGRAMMING WORK GROUP GUIDING CHANGE DOCUMENT

Focus Question: How do we provide CTE programming at each HS site that is accessible to all scholars, unique to each site, evidence-based, and provides scholars with viable post-high school career options?

Context and Current Reality "The Why"	Unacceptable Means "The Not How"	Results "The What"
<ul style="list-style-type: none"> • Career and Technical Education (CTE) is one component of the district's comprehensive high school programming. • All three comprehensive high schools offer a wide array of CTE courses that allow students to gain foundational knowledge and skill to access career opportunities in the local community/region. • All students have access to foundational CTE courses at their home schools; the new CTE strands will go deeper for those scholars interested in pursuing a specific area of CTE study. • Students may access any CTE course across the district, regardless of their home school. • The CTE programming strands, once in place, will inform facility planning needs for the Build a Better Future initiative and bond levy. The charge of the CTE working group was to recommend the programming strands for each comprehensive HS and OALC. 	<ul style="list-style-type: none"> • Knowingly violate law, policy or any binding agreement(s) • Create inequity in access to programming and educational opportunities • Select speciality CTE strands that do not align with industry forecast data and student registration numbers • Work in isolation without collecting feedback from various stakeholder groups, including students, CTE staff, site administrative teams, district leadership, families, and School Board members • Not align with CTE best practices and research • Develop a plan that does not include an examination of our system and current reality • Knowingly violate Minnesota Department of Education (MDE) CTE requirements and contingencies 	<ul style="list-style-type: none"> • Use data from our required Comprehensive Needs Assessment conducted by RealTime Talent, input from CTE teachers, students, and feedback from various stakeholders to create three unique strands at each high school from which students can select • Ensure that students have equitable access to speciality strands at each high school <ul style="list-style-type: none"> ◦ Students have access to foundational CTE courses at each high school ◦ Identify potential barriers that would prevent equitable outcomes and develop strategies to overcome these barriers ◦ Create a transportation plan for students to have access to any speciality strand • Offer a menu of options for each student to be able to access across the district (different, disparate strands that all students could access, regardless of dwelling place, race, socio-economic status, etc.)

Adapted from TeamWorks International, Inc. 2010 | Created 11.2021 for Osseo Area Schools

Minnesota Department of Employment and Economic Development
(DEED) and RealTime Talent

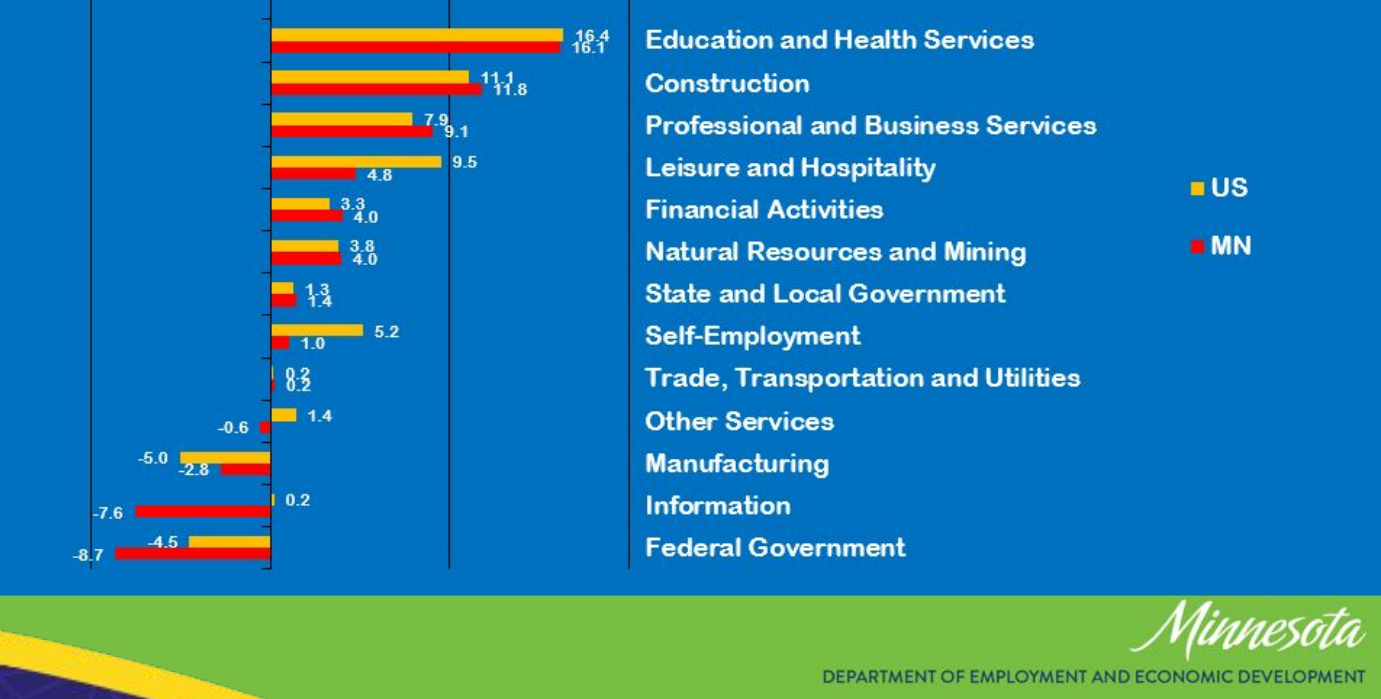
Data for Osseo Area Schools

DEED Employment Growth Data through 2028

DEED projects job growth in Minnesota in:

- Healthcare Support (+14.0%; +12,060 jobs)
- Healthcare Practitioners (+12.4%; +24,350 jobs)
- Construction and Extraction (+9.3%; +11,270 jobs)
- Business and Financial Operations (+7.0%; +12,430 jobs)
- Management (+5.1%; +11,840 jobs)
- Education, Training, and Library (+5.0%; +8,630 jobs)
- Architecture and Engineering (+4.9%; +2,840 jobs)
- Transportation and Material Moving (+4.5%; +8,350 jobs)

Percent Employment Growth by Major Sectors (2018-2028)

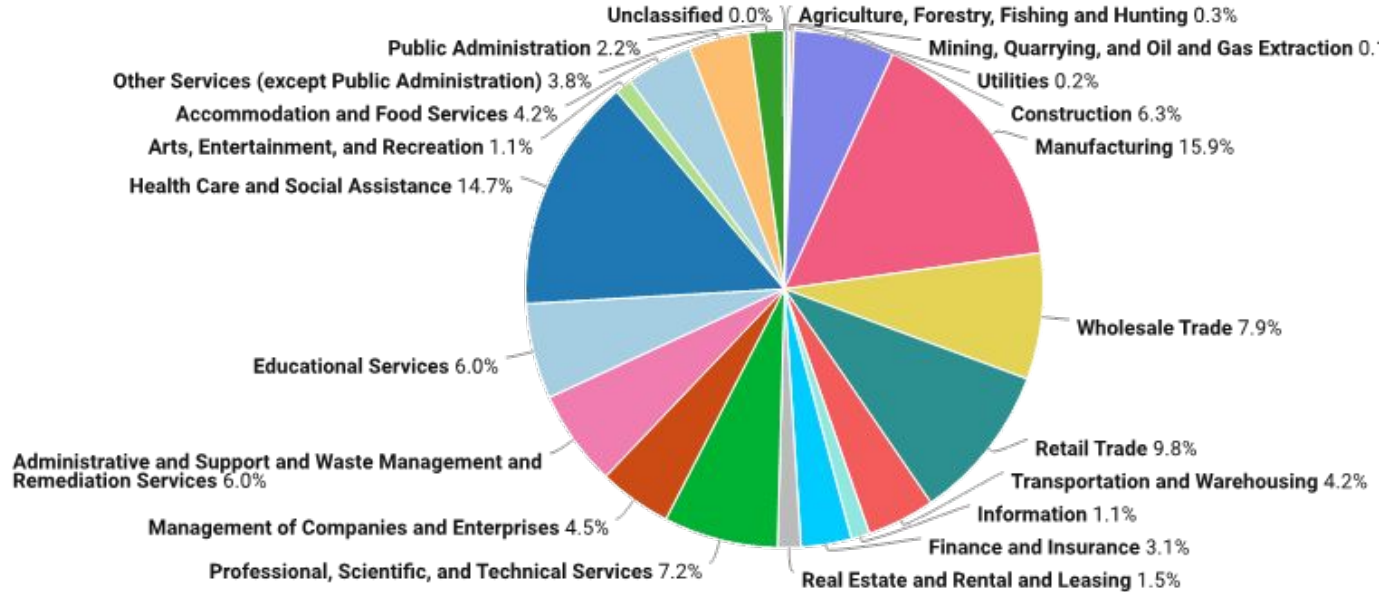


Numeric Employment Growth in MN by Major Sectors (2018-2028)



Workers by Industry for Osseo Area Schools

Total Workers for Osseo District 279 by Industry

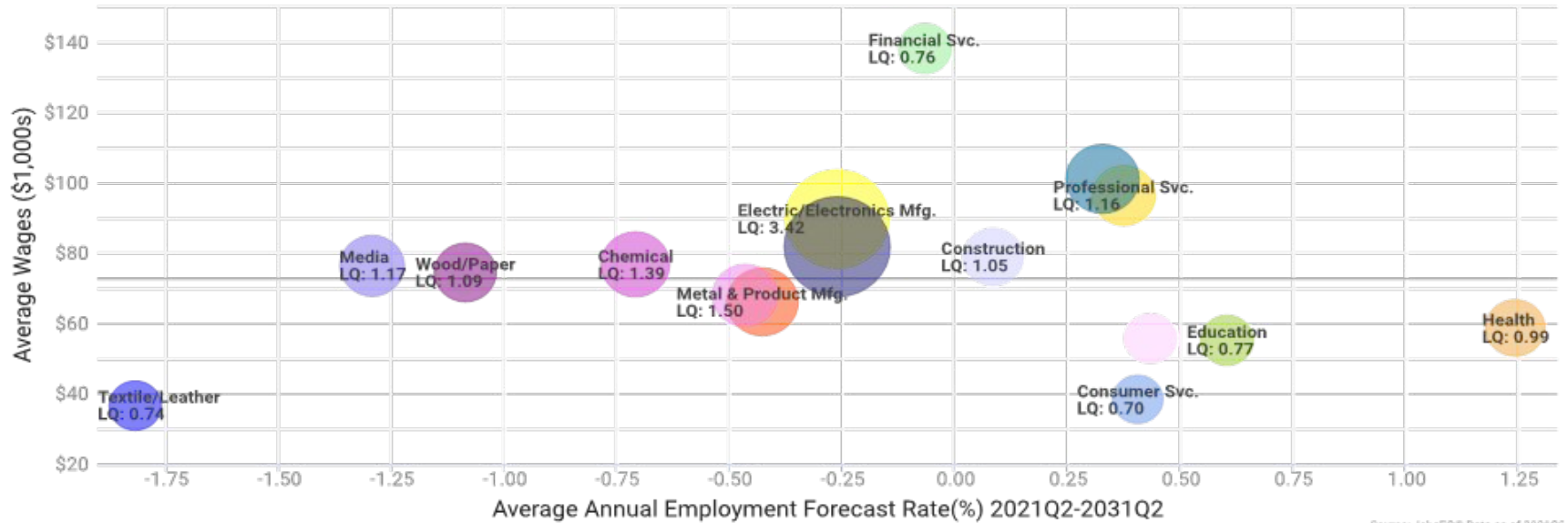


SOURCE: RealTime Talent analysis of Osseo District zip code region in Chmura JobsEQ. Employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and imputed where necessary. Data are updated through 2021Q1 with preliminary estimates updated to 2021Q2.



Industry Clusters for Osseo Area Schools

Industry Clusters for Osseo District 279 as of 2021Q2



Source: JobsEQ®, Data as of 2021Q2

SOURCE: RealTime Talent analysis of Osseo District zip code region in Chmura JobsEQ. Location quotient and average wage data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics, imputed where necessary, and updated through 2021Q1 with preliminary estimates updated to 2021Q2. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.



RealTime Talent Local Employment Assessment

Federal legislation requires Perkins-funded programs to prepare students for *high-skill, high-wage, or in-demand occupations*.

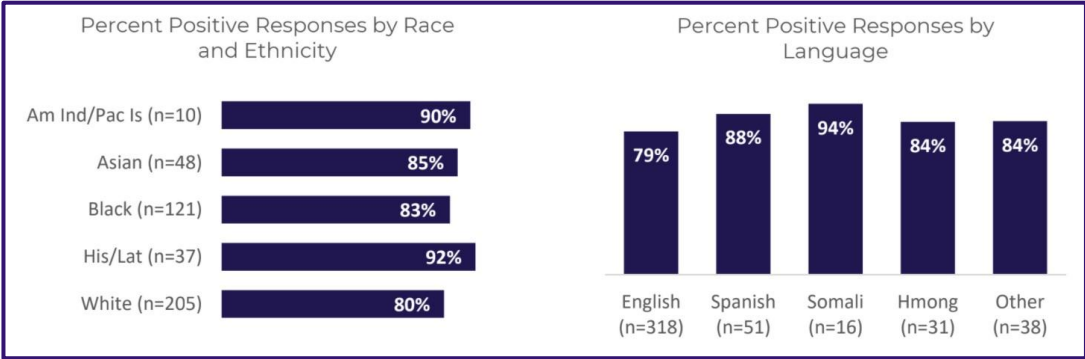
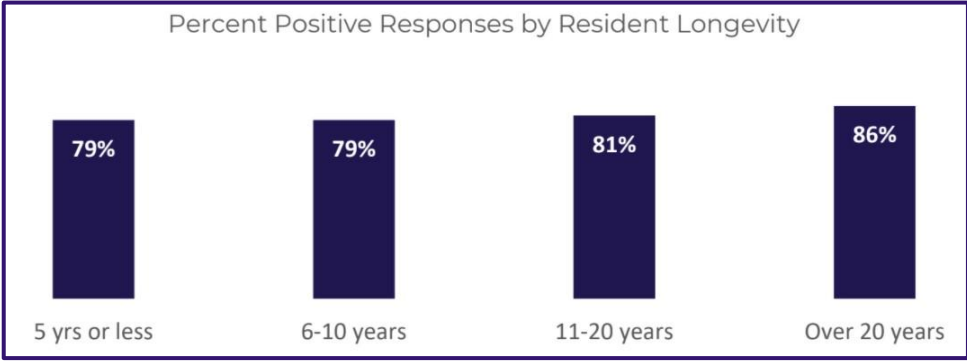
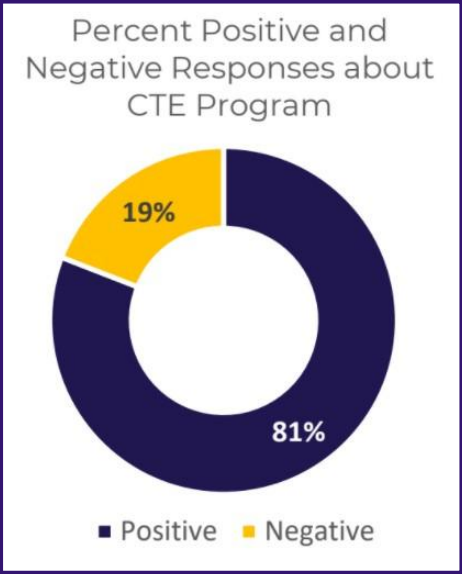
These terms — *high skill, high wage and in-demand* — are foundational to Perkins-funded programs, appearing in both the purpose of the law and the definition of CTE.

Career Cluster	Secondary Concentration *	Alignment	Demand	Wage	Skill	Action	
Health Science	High	High	High	High	High	Grow 	
Information Technology	Low	High	High	High	High	Grow 	
Arts, Audio/Video Technology, and Communications	High	Low	Low	Mod.	Mod.	Maintain 	
Business, Management, and Administration	High	High	High	High	High	Maintain 	M _G
Marketing	High	High	High	High	High	Maintain 	P _C
Finance	High	Mod.	High	High	High	Maintain 	
Hospitality and Tourism	High	Low	High	Low	Low	Evaluate 	
Human Services	High	High	High	Low	Mod.	Evaluate 	
Education and Training	High	High	High	Mod.	High	Maintain 	P _C
Architecture and Construction	High	High	High	High	High	Grow 	M _G P _C
Transportation, Distribution, and Logistics	High	Low	Mod.	High	High	Grow 	

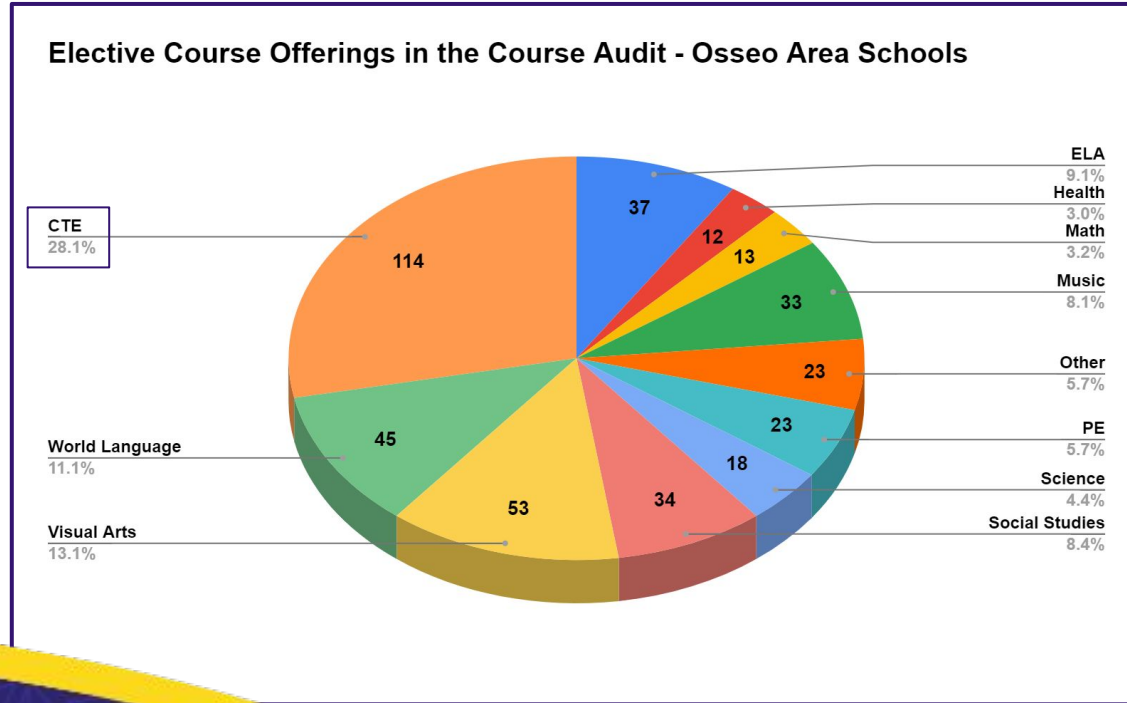


*NOTE: the Maple Grove Engineering Technology strand is not denoted on this chart.

Morris Leatherman Parent Survey Results



Elective Opportunities

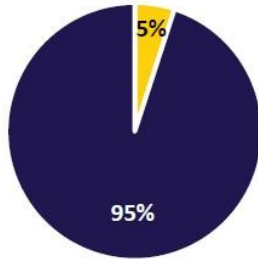


Credits Needed for Graduation

ENGLISH	12
MATH	9
SCIENCE	9
SOCIAL STUDIES	10
LIFE FITNESS	1
HEALTH	1
FINE ARTS	3
ELECTIVES	19
TOTAL	64

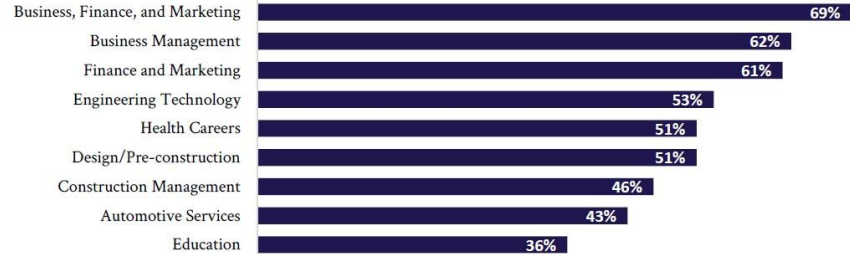
CTE Student Survey Results

Percent of Students Interested in One or More of the Proposed CTE Strands

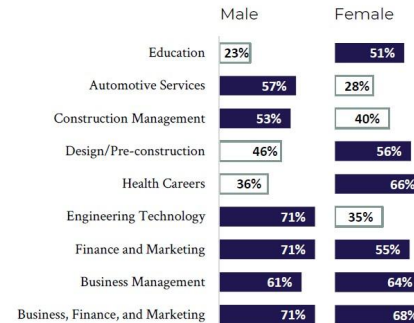


- Not Interested in any of the proposed CTE Strands
- Interested in one or more proposed CTE Strands

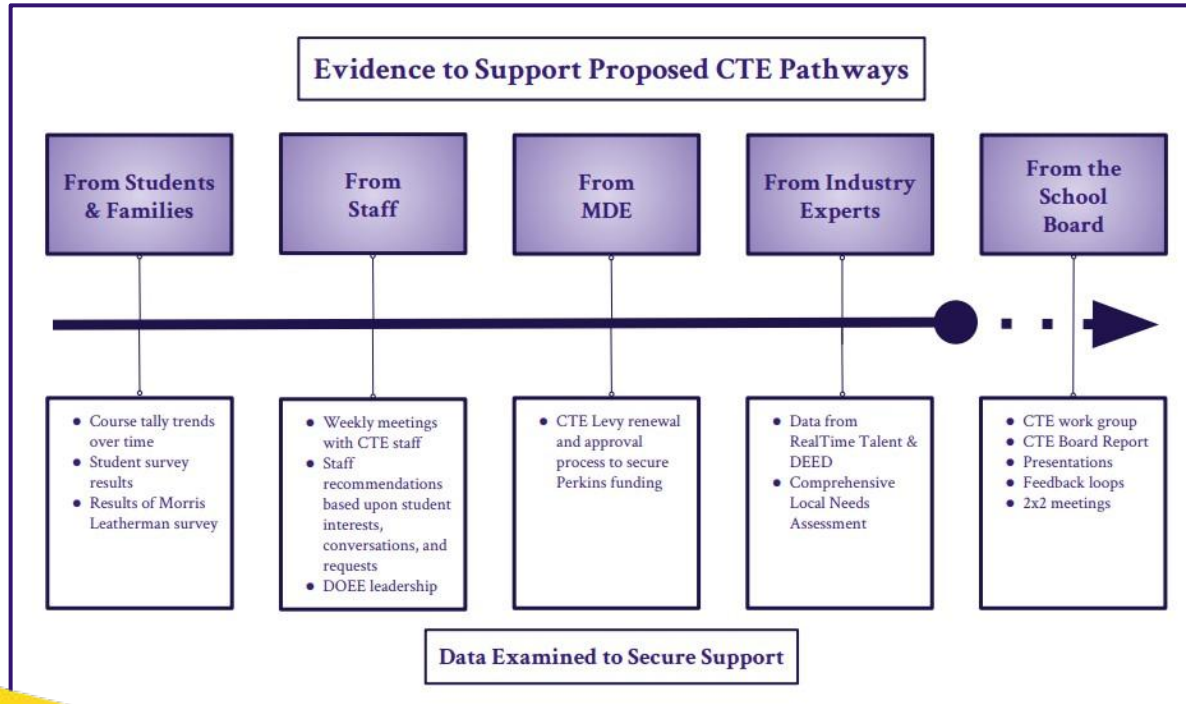
Percent of Students Who "Would" or "Might" Register by Strand



Percent of Students Who Took the Survey Who "Would" or "Might" Register for Proposed Strand by Gender



Securing Support



OSSEO AREA SCHOOLS

ISD  279

Questions or Comments?

*Division of Leadership, Teaching, and Learning
School Board Meeting, January 18, 2022*

Minnesota Career Fields, Clusters & Pathways

- **Marketing**
 - > Merchandising
 - > Marketing Management
 - > Marketing Communications
 - > Marketing Research
 - > Professional Sales



- **Business, Management, and Administration**
 - > Administrative Support
 - > Operations Management
 - > Business Information Management
 - > Human Resources Management
 - > General Management

- **Finance**
 - > Banking Services
 - > Business Finance
 - > Securities and Investment
 - > Accounting
 - > Insurance

- **Hospitality and Tourism**
 - > Lodging
 - > Recreation, Amusements and Attractions
 - > Restaurants and Food/Beverage Services
 - > Travel and Tourism

- **Agriculture, Food, and Natural Resources**
 - > Animal Systems
 - > Agribusiness Systems
 - > Environmental Service Systems
 - > Food Products and Processing Systems
 - > Natural Resources Systems
 - > Plant Systems
 - > Power, Structural, and Technical Systems

- **Arts, Audio/Video Technology, and Communications**
 - > Audio/Video Technology and Film
 - > Journalism and Broadcasting
 - > Performing Arts
 - > Printing Technology
 - > Communications Technology
 - > Visual Arts
- **Information Technology**
 - > Information Support and Services
 - > Network Systems
 - > Programming and Software Development
 - > Web and Digital Communications



MINNESOTA STATE

Minnesota Department of Education

- **Law, Public Safety, Corrections, and Security**
 - > Correction Services
 - > Emergency and Fire Management Services
 - > Law Enforcement Services
 - > Legal Services
 - > Security and Protective Services

- **Human Services**
 - > Consumer Services
 - > Counseling and Mental Health Services
 - > Early Childhood Development and Services
 - > Family and Community Services
 - > Personal Care Services

- **Government and Public Administration**
 - > Revenue and Taxation
 - > Foreign Service
 - > Governance
 - > National Security
 - > Planning
 - > Public Management and Administration
 - > Regulation

- **Education and Training**
 - > Administration and Administrative Support
 - > Professional Support Services
 - > Teaching/Training



- **Health Science**
 - > Biotechnology Research and Development
 - > Diagnostic Services
 - > Support Services
 - > Health Informatics
 - > Therapeutic Services



- **Transportation, Distribution, and Logistics**
 - > Facility and Mobile Equipment Maintenance
 - > Health, Safety, and Environmental Management
 - > Logistics Planning and Management Services
 - > Sales and Services
 - > Transportation Operations
 - > Transportation Systems/Infrastructure Planning, Management, and Regulation
 - > Warehousing and Distribution Center Operations



- **Architecture and Construction**
 - > Construction
 - > Design/Pre-construction
 - > Maintenance/Operations



- **Manufacturing**
 - > Production
 - > Manufacturing Production
 - > Process Development
 - > Maintenance, Installation, and Repair
 - > Quality Assurance
 - > Logistics and Inventory Control
 - > Health, Safety, and Environmental Assurance

- **Science, Technology, Engineering, and Mathematics**
 - > Engineering and Technology
 - > Science and Mathematics

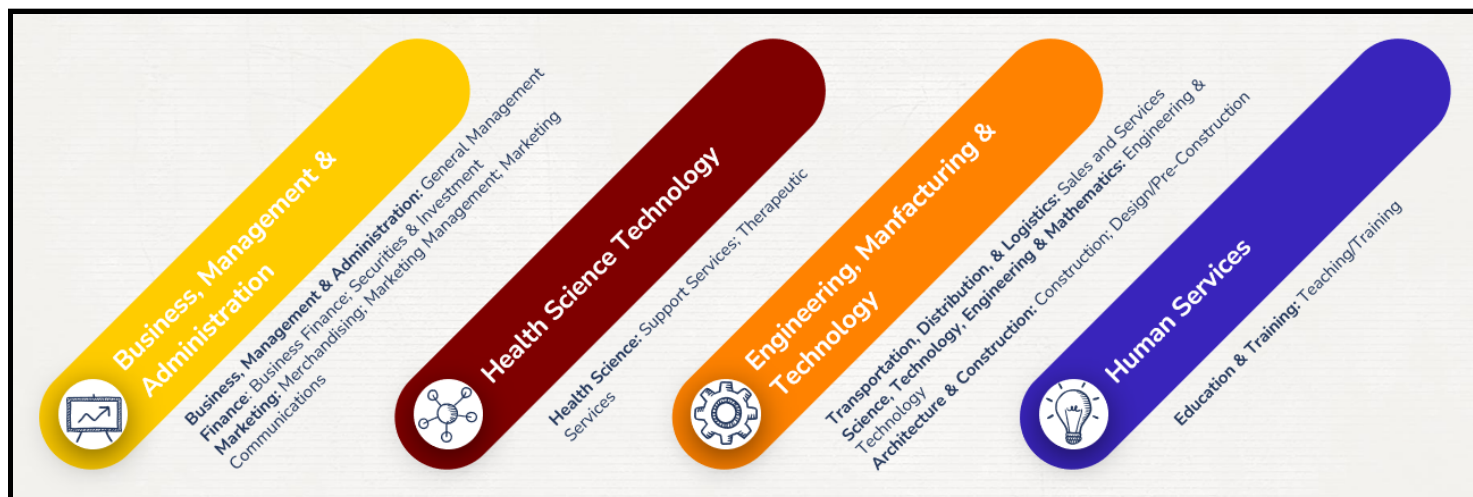


Learn about Programs of Study
www.mnprogramsofstudy.org
 iSPEAK CTE Blog
www.mnlearningthatworks.org

Legend:
 ■ = Career Cluster
 > = Career Pathway
 Explanation provided on reverse side.

Career and Technical Education Programming Work Group Report

Build a Better Future 2020-2021/2021-2022



Originally Submitted: 05.04.2021

Revised/Re-submitted: 09.2021; 10.2021; 11.2021; 12.2021**

**This report provides information on the work completed by the *Career and Technical Education Programming Work Group*. The work group has consistently updated this report as additional data, feedback and information was gathered. Work that was completed in late fall of 2021 resulted in the addition of four documents that can be found at the end of this report: CTE Decision-making Framework (adapted from TeamWorks International), Equity Magnifier worksheet, CTE Guiding Change document (adapted from TeamWorks International), Evidence to Support CTE Proposed Pathways graphic, 2021 Career and Technical Education Student Survey Summary, and Morris Leatherman CTE Data Summary.

Career and Technical Education Programming Work Group Update

Introduction

In 2017-18, the Enrollment Capacity Management Advisory Committee (ECMAC) determined that a framework was needed to inform how future learning spaces are created to meet the district's educational goals, to inform the district when time and money was going to be invested into constructing or redesigning spaces, and to develop recommendations for next-generation learning spaces to guide the addition or renovation of future instructional spaces in the district's elementary and secondary schools.

This framework was needed for two reasons:

- ECMAC determined there were capacity concerns at some schools that may require classroom additions; and,
- The Long-Term Facilities Maintenance Plan (LTFM) required the renovation of older learning spaces at some schools.

As a result of ECMAC's recommendation, in March 2019-December 2019 a *Secondary Next Generation Learning Spaces-Study Team* and a *Secondary Next Generation Learning Spaces-Leadership Team* was convened to guide the addition or renovation of future instructional spaces at the secondary level. Following the work of the two groups, a recommendation to the Board emerged that included the following CTE focus: *Complete renovations or additions necessary for specialized Career and Technical Education (CTE) programming in each of the 3 comprehensive high schools and allow more time to further determine CTE options for each of the high schools.* On June 23, 2020, the School Board approved this recommendation, along with others, as part of the *Build a Better Future* facilities planning process.

In the fall of 2020, Superintendent McIntyre tasked Kelli Parpart, Assistant Superintendent of Secondary Schools, with forming a work group to examine the programming and space considerations for Career and Technical Education, and the Career and Tech Ed (CTE) Programming Work Group was formed.

CTE Programming Work Group

Purpose:

Determine District 279 Career/Tech Ed programming for each comprehensive high school and the OALC and determine space and facility needs to accommodate that programming.

Members:

- Kelli Papart, Assistant Superintendent
- Jeremy Willey, Director: Learning and Achievement
- Jill Kind, Coordinator: Secondary Curriculum
- Godfrey Edaferierhi, Coordinator: Career and College Readiness
- Heather Miller-Cink, Principal: Park Center Senior High School
- Bart Becker, Principal: Maple Grove Senior High School
- Sara Vernig, Principal: Osseo Senior High School
- Kristen Hauge, Principal: Osseo Area Learning Center
- Kim Riesgraf, Education Consultant

The team sought information from the following district staff and outside professionals with expertise in specific areas:

- Troy Schreifels, Director: Facilities & Transportation Operations
- Nicholas Martini, Coordinator: Transportation
- Dale Carlstrom, Director: Facilities & Transportation Operations
- Laurel Anderson, Executive Director: Human Resources
- BJ Irmiter, Coordinator: K-12 Operations
- Lynae Schoen, Wold Architect and Engineers
- RealTime Talent
- Department of Employment and Economic Development (DEED)

Process:

- Convened regular CTE Programming Work Group meetings beginning in January 2021. Meeting dates: 1/8/2021, 1/14/21, 1/21/21, 1/28/21, 2/3/21, 2/11/21, 2/18/21, 2/25/21, 3/3/21, 3/10/21, 3/18/21, 3/24/21, 4/9/21, 4/16/21, 4/23/21, 4/30/21, 5/7/21, 5/14/21, 7/28/21, 8/16/21, 9/15/21, 9/22/21; 9/29/21; 10/7/21, 10/15/21, 10/20/21; 10/28/21; 11/3/21; 11/9/21; 11/17/21; 11/22/21; 11/30/21; 12/6/21; 12/16/21; 1/5/2022
- Reviewed CTE and Job Trend Data, the Minnesota Career Wheel, and current CTE programming models
- Reviewed *Career and Technical Education Programs of Study and Career Pathways*

- Reviewed employment trend data and employment forecasts
- Reviewed national and other district CTE specialty programs
- Assessed student interest through historical trends (ex: registration and student groups)
- Engaged CTE staff in identifying specialty strands for each comprehensive high school
- Required principals to meet regularly with building CTE staff to share information and gather input
- Identified CTE specialty strands for each comprehensive high school
- Identified challenges, implications, and solutions to the implementation of proposed specialty strands
- Engaged district and industry “experts” in assessing implementation challenges, implications, and solutions
- Outlined program of study for each CTE specialty strand
- Continued to define certifications and articulated college credit/concurrent enrollment credit opportunities
- Partnered with Transportation, Human Resources, DLTL Coordinator, Wold Architects, and Facilities & Transportation Operations to continue to address surfaced issues/questions
- Reviewed board feedback from May 2021 work session and revised specialty strand proposal
- Reviewed new employment data; fall 2021
- Created board presentation for 01/11/22 board work session to provide an overview of current district CTE programming and future proposed specialty strands
- Updated CTE Board Report
- Developed a CTE Decision-Making Framework
- Applied the 7 steps of the MDE *Equity Magnifier*
- Re-evaluated the *Restaurant and Food Service Management* strand at Park Center and replaced it with the *Education* strand
- Met with industry experts from DEED and RealTime Talent
- Reviewed board feedback from October 2021 and revised specialty strand proposal; created feedback document
- Created CTE Guiding Change document
- Developed CTE Alignment graphic
- Developed *Evidence to Support Proposals* graphic
- Designed and administered our Student Survey
- Completed two by two meetings with school board members to share updated information/ gather feedback on CTE strands

Next Steps:

- Continue to meet with industry experts from DEED and RealTime Talent
- Present at board work session on 01/11/22
- Collaborate with Wold Architects and district staff to identify facility specifications for each comprehensive high school to implement the CTE program of study effectively
- Continue meetings with CTE staff at each site

CTE Specialty Strand Proposal Rationale:

According to the Minnesota Department of Education, “Career and Technical Education (CTE) programs are a sequence of courses that integrate core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore high-demand career options, and gives students the technology and skills needed for success in adult life.” See <https://education.mn.gov/MDE/dse/cte/> for additional information about CTE.

The team reviewed the current CTE programming and the most recent employment trend data available to determine the proposed speciality strands. The original data was reviewed by the CTE Programming Work Group in January 2021; the data was updated in August 2021 and reviewed again to ensure the proposed strands were in career fields supported by the data. In August and September, 2021, the team reviewed data from the Department of Employment and Economic Development (DEED). DEED provided data based on three things: employment growth, labor force exit, and occupational transfer for the United States and Minnesota. The team focused on DEED’s data for Minnesota on projected job growth (**2018-2028**). Some of the team’s conclusions from the data analysis included the following:

- Most job growth is in service careers. Service careers are projected to grow by 46% (63,200 jobs). Service careers include transportation services, securities and investment services, professional services, and health care services.
- DEED projects job growth in Minnesota in the following fields: professional careers (38.7% growth; 57,700 new jobs), management (16.3% growth; 24,300 new jobs), construction (7.6% growth; 11,300 new jobs), and transportation (5.6% growth; 8,300 new jobs). The professional career field includes fields that require a license or certification, such as accountants, financial planners, teachers, and engineers.
- Based on the DEED data reviewed, our proposed specialty strands have high projected job growth percentages.

At this point in our work, it is our assessment that each comprehensive high school should offer

three CTE specialty strands that students from all three comprehensive high schools and the OALC could access (note: each senior high school will continue to offer foundational and advanced credential CTE courses that develop student’s knowledge and skills; the Osseo Area Learning Center will continue to offer the early/middle college program).

Proposed Specialty Strands:

- **Maple Grove Senior High:**
 - Business, Finance, and Marketing
 - Engineering Technology
 - Design/Pre-construction
- **Osseo Senior High:**
 - Automotive Services
 - Health Careers
 - Business Management
- **Park Center Senior High:**
 - Construction Management
 - Education
 - Finance and Marketing
- **Osseo Area Learning Center:**
 - Early/Middle College Program

The chart below shows the proposed specialty strands and identifies the career field, cluster, and pathway based on the Minnesota Career Wheel; the chart also indicates any current student certification(s) that can be earned, any articulation agreements, and any concurrent enrollment options. The team is evaluating additional certifications, articulation agreements, and concurrent enrollment opportunities.

Maple Grove Senior High

CTE Specialty Strand	Career Field	Cluster	Pathway	Current Certifications, etc.
<i>Business, Finance and Marketing</i>	Business, Management, & Administration	Finance	Business Finance	Microsoft Office Specialist Certification (MOS)
		Marketing	Merchandising	Articulation agreements with several colleges

<i>Engineering Technology</i>	Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	Autodesk Certified Associate Certification St. Cloud State transcribed credit
<i>Design/Pre-construction</i>	Engineering, Manufacturing, & Technology	Architecture and Construction	Design/Pre-construction	Skills USA Interior Design Certification

Osseo Senior High

CTE Specialty Strand	Career Field	Cluster	Pathway	Current Certifications, etc.
<i>Automotive Services</i>	Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Sales and Services	Ford (Automotive Career Exploration) ACE Automotive Service Excellence (ASE) Maintenance Light Repair
<i>Health Careers</i>	Health Science Technology	Health Science	Support Services Therapeutic Services	Cert. Nursing Ass't EMT EMR CPR First Aid
<i>Business Management</i>	Business, Management & Administration	Business, Management and Administration	General Management	Microsoft Office Specialist Certification (MOS) Articulation agreements with several colleges

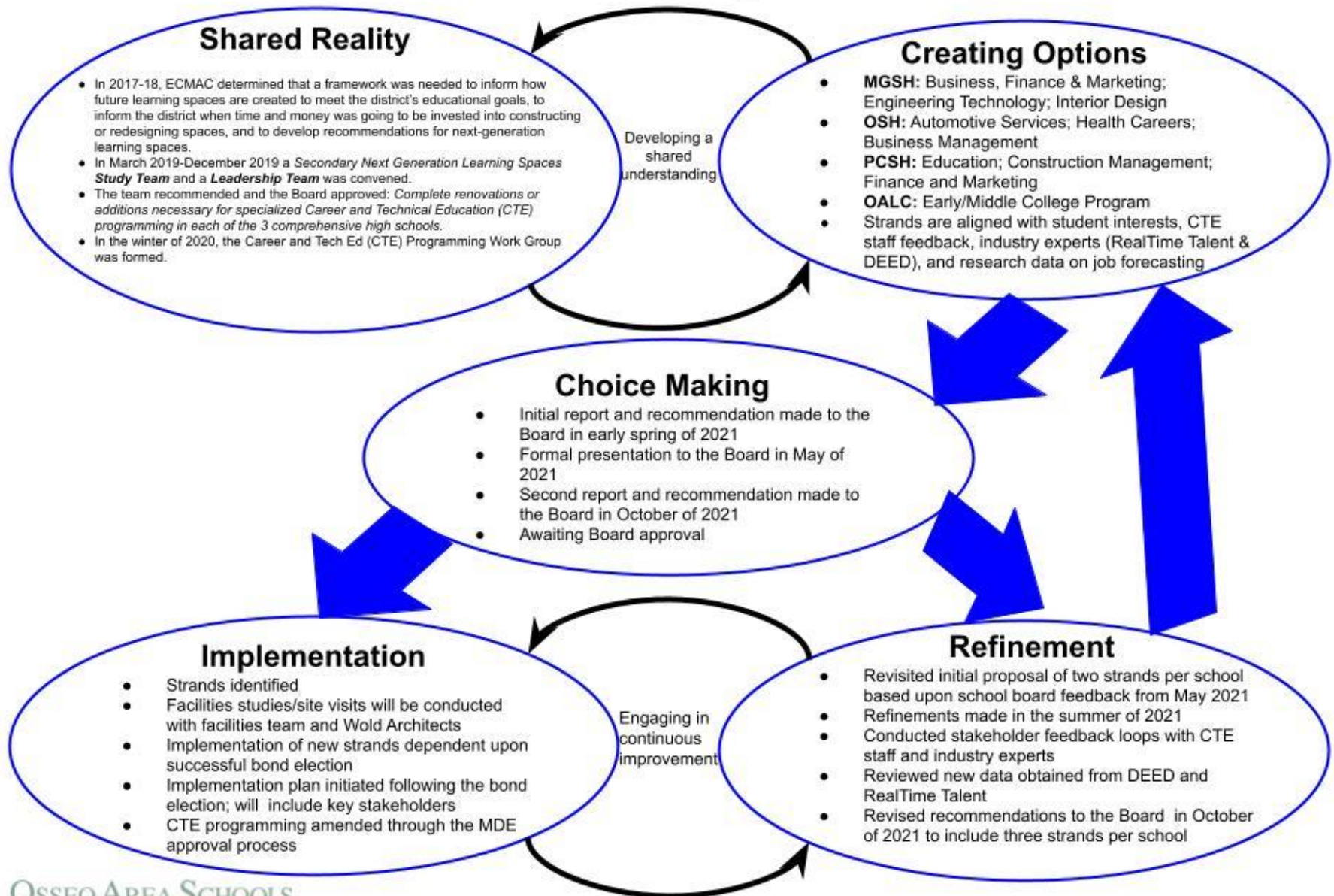
Park Center Senior High

CTE Specialty Strand	Career Field	Cluster	Pathway	Current Certifications, etc.
<i>Construction Management</i>	Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Transcripted college credit from the University of Minnesota and St. Cloud State University Pre-apprenticeship certificate
<i>Education</i>	Human Services	Education and Training	Teaching/ Training	St. Cloud State transcripted credit
<i>Finance and Marketing</i>	Business, Management, & Administration	Finance Marketing	Securities and Investment Marketing Management Marketing Communications	Microsoft Office Specialist Certification (MOS) Articulation agreements with several community and technical colleges

OALC

CTE Program	Current Certifications
Continue the Early/Middle College Program	Articulated college credit

CTE Decision Making Framework



Equity Magnifier Questions:

1. Who are the racial, ethnic, socioeconomic and other marginalized groups that are affected by this policy, program, practice or decision? What are the potential impacts on these groups?

- **PCSH** - Current CTE tallies reflect the demographics of the entire school; growth trend has been in finance & investment
- **OSH** - Overall current tallies reflect the demographics of the school; however, 2/3 of the students in the Opportunities in Emergency Care (OEC) program are females of color and the majority of students in the automotive classes are White males
- **OALC** - Early/Middle College is off-site, thereby creating disparity in those who don't have transportation; a shuttle is provided but that doesn't mitigate the transportation issue as it is scheduled to run only at the beginning and end of the day; there is an existing socioeconomic disparity; access to the program has been better since the colleges are offering more online courses
- **MGSH** - The business tallies grew the most from last year to this year; tech ed has been consistent over time; FACS (non-kitchen based) is in the third year at MGSH and has grown from 0 student tallies to over 500 tallies and reflects the school demographics; business courses reflect the school demographics; Tech Ed has more males than females

2. Does this policy, program, practice or decision ignore or worsen existing disparities or produce other unintended consequences? Who does this policy, program, practice or decision benefit?

Initiative, Practice, Process, and/or Policy	Intended Outcome	Potential Unintended Consequence and Points for Monitoring	Action Steps to Mitigate (immediate)	Action steps to Eliminate (long-term)
Students would potentially need to travel to another site to access a particular strand	All students would be able to access all specialty strand programs, regardless of their home school	Students not feeling comfortable at the other sites	Guided student tours at the receiving site Assigning a mentor/buddy	Positive experiences of students and families Word of mouth of other students
Creating unique specialty strands at each of our comprehensive high schools	Increase student choice Provide specialized learning experiences	Reduction in other elective areas	Progressive and incremental deployment of courses within the specialized strands Pre-registration communications with students promoting all elective areas Engaging, culturally	Positive experiences of students and families in elective courses Word of mouth of other students Elective area marketing strategies

			responsive and relevant learning experiences in all elective areas Innovative new course proposals	
Initiative, Practice, Process, and/or Policy	Intended Outcome	Potential Unintended Consequence and Points for Monitoring	Action Steps to Mitigate (immediate)	Action steps to Eliminate (long-term)
Early/Middle College programming is not offered on site at the OALC; offered only at the colleges (HTC & NHCC)	Provide an authentic college experience with additional support	OALC transportation to HTC is provided only at the beginning and end of the day and there is no transportation provided to NHCC	Work with transportation on determining how to meet the transportation needs of all OALC students Encourage the colleges to continue to offer more on-line courses	Incorporate the OALC students into the additional transportation that is already in place for the 3 comprehensive high schools
Creating unique specialty strands at each of our comprehensive high schools	Increased student choice Provide specialized learning experiences	Not enough students tally for the specialized strands	Progressive and incremental deployment of courses within the specialized strands Pre-registration communications with students promoting specialized strands Engaging, culturally responsive and relevant learning experiences in the specialty strands	Positive experiences of students and families in elective courses Word of mouth of other students Career opportunities for students who completed specialty strand programming

3. How have your intentionally involved stakeholders who are also members of the communities been affected by this policy, program, practice or decision? How have stakeholders and community members validated or invalidated your conclusions to questions 1 and 2?

- Weekly meetings with site CTE teachers to update them on our group’s work and to seek their input
- Involved Industry Experts (RealTime Talent and DEED) who provided job forecasting data and input on our proposed strands
- Student CTE tallies and school clubs were used as input from students
- Anecdotal information from students
- Solicited Board feedback

At times, the student tallies did not align with the job forecasting data (example: Restaurant Management at Park Center). Our recommendation was based on a combination of student/staff interest AND job forecasting.

MDE CTE funding is contingent on the Comprehensive Local Needs Assessment. The Hennepin West CTE Consortium (of which Osseo Area Schools is a member) hired RealTime Talent to do the needs assessment for us. With that, the research and survey has already been done for us by RealTime Talent. See attached link (p. 518-529).

<https://drive.google.com/file/d/1JbsaN77uZcTFE4HL0wOH7v0akC6VgCxr/view?usp=sharing>

4. List all the potential barriers (structural, human, financial, community, etc.) to more equitable outcomes related to this policy, program, practice or decision.

See link for Jamboard activity directly below:

https://jamboard.google.com/d/1StyajKU-In6Gs74NreKELX_ap2UmsTeSpwCK-37OHy4/edit?usp=sharing

5. How will you mitigate the negative impacts and address the barriers identified above?

See link for Jamboard activity directly below:

https://jamboard.google.com/d/1StyajKU-In6Gs74NreKELX_ap2UmsTeSpwCK-37OHy4/edit?usp=sharing

6. Once the policy, program, practice or decision has been implemented, how will you gather and use the input from those impacted?

- Meet with CTE teachers regularly after initial implementation to identify benefits and barriers
- Collect transportation and scheduling, and staffing issues
- Determine the student crossover among the schools
- Survey the students who participated in the program
- Survey students who participated in a tour of another site
- Track the students who earned certifications (applicable only for those programs that have certifications)

7. What qualitative and quantitative evidence will you gather and analyze to determine the effects of this policy, program, practice or decision?

- Quantitative evidence - student tallies disaggregated by racial demographics
- Qualitative evidence - surveys and word-of-mouth
- Refer to question #2 for the *Equity Magnifier* graph

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*Questions adapted and adopted from Portland Public Schools (Portland, OR) [Racial Equity Lens](#)

CTE PROGRAMMING WORK GROUP GUIDING CHANGE DOCUMENT

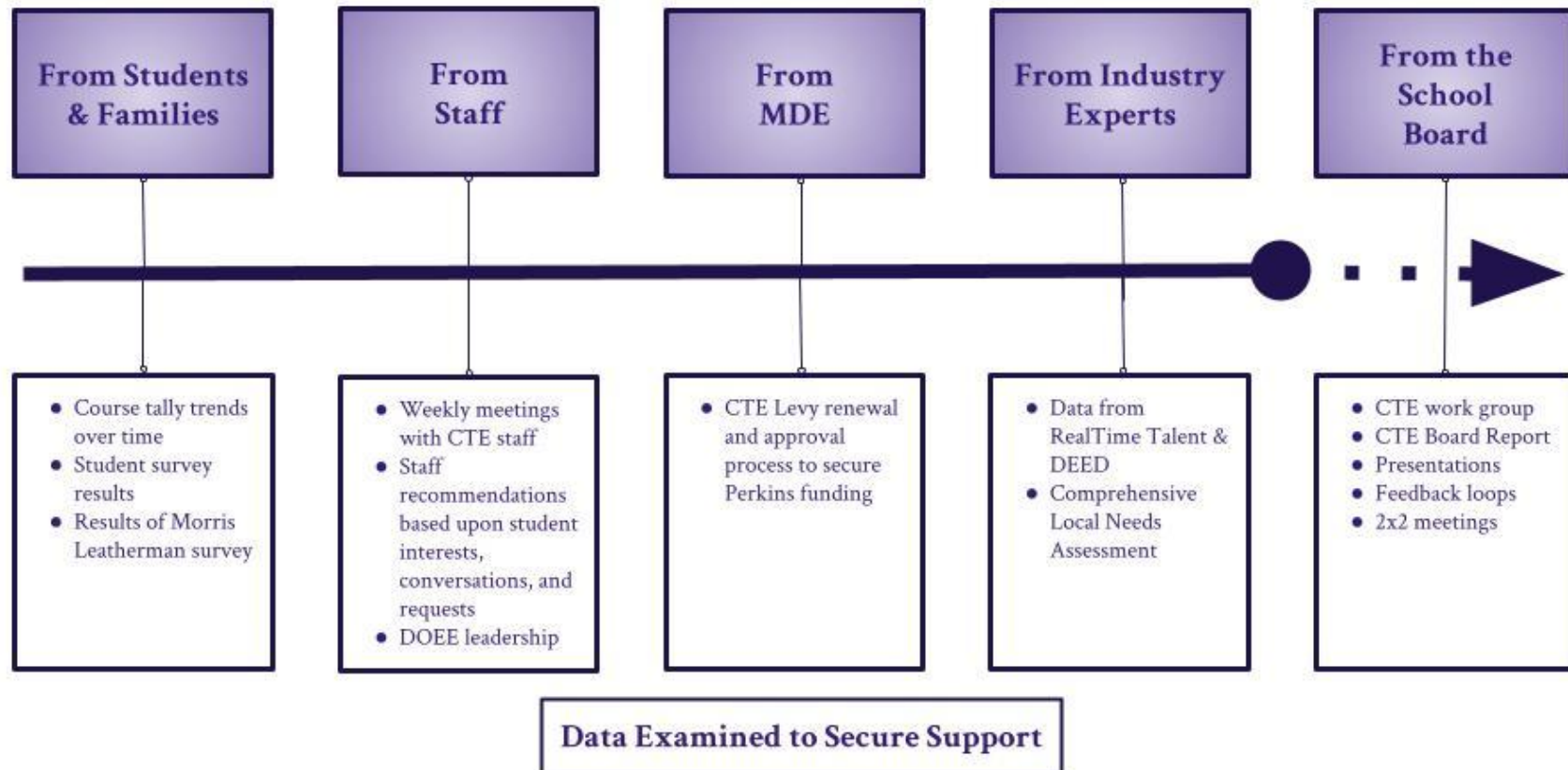
Focus Question: How do we provide CTE programming at each HS site that is accessible to all scholars, unique to each site, evidence-based, and provides scholars with viable post-high school career options?

Context and Current Reality “The Why”	Unacceptable Means “The Not How”	Results “The What”
<ul style="list-style-type: none"> ● Career and Technical Education (CTE) is one component of the district’s comprehensive high school programming. ● All three comprehensive high schools offer a wide array of CTE courses that allow students to gain foundational knowledge and skill to access career opportunities in the local community/region. ● All students have access to foundational CTE courses at their home schools; the new CTE strands will go deeper for those scholars interested in pursuing a specific area of CTE study. ● Students may access any CTE course across the district, regardless of their home school. ● The CTE programming strands, once in place, will inform facility planning needs for the Build a Better Future initiative and bond levy. The charge of the CTE working group was to recommend the programming strands for each comprehensive HS and OALC. 	<ul style="list-style-type: none"> ● Knowingly violate law, policy or any binding agreement(s) ● Create inequity in access to programming and educational opportunities ● Select speciality CTE strands that do not align with industry forecast data and student registration numbers ● Work in isolation without collecting feedback from various stakeholder groups, including students, CTE staff, site administrative teams, district leadership, families, and School Board members ● Not align with CTE best practices and research ● Develop a plan that does not include an examination of our system and current reality ● Knowingly violate Minnesota Department of Education (MDE) CTE requirements and contingencies 	<ul style="list-style-type: none"> ● Use data from our required Comprehensive Needs Assessment conducted by RealTime Talent, input from CTE teachers, students, and feedback from various stakeholders to create three unique strands at each high school from which students can select ● Ensure that students have equitable access to speciality strands at each high school <ul style="list-style-type: none"> ○ Students have access to foundational CTE courses at each high school ○ Identify potential barriers that would prevent equitable outcomes and develop strategies to overcome these barriers ○ Create a transportation plan for students to have access to any speciality strand ● Offer a menu of options for each student to be able to access across the district (different, disparate strands that all students could access, regardless of dwelling place, race, socio-economic status, etc.)

<ul style="list-style-type: none"> ● The district HS facilities currently do not adequately meet the educational needs of specialty Career and Technical Education Programming. ● Current CTE courses, as well as all future CTE strands, are, and will continue to be, aligned with the industries and jobs available in our region and are based on local business data trends, including: <ul style="list-style-type: none"> ○ RealTime Talent data and expertise ○ DEED data and expertise ● All recommendations regarding CTE strands rely on data from industry experts, district and site administration, and student preference as indicated by student choice in the course registration process and student requests for after-school clubs. ● Well established strands are already in place at OSH and PC (OSH: automotive, health careers; PC: construction). ● In developing CTE strand recommendations, the CTE work group has consulted with district experts from transportation, HR, L&A, facilities, and the DLTN Coordinator who oversees staffing, along with outside experts: Wold Architects, RealTime Talent, and DEED (MN Department of Employment and Economic Development) ● The most popular strand for students is Culinary Foods at PC; however, the most recent job forecasting data for this area does not support the district investing additional monies/resources into a Restaurant Management strand moving forward. 		<ul style="list-style-type: none"> ● Develop and implement CTE strands through an equity lens and use of the <i>Equity Magnifier</i> ● Ensure alignment of select speciality CTE strands with industry forecast data and student registration numbers
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<ul style="list-style-type: none">● In addition to relying heavily on industry data, CTE courses are added and changed based on student data, including:<ul style="list-style-type: none">○ Student requests for after-school clubs○ Student registration.○ Teacher and student conversations.		
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Evidence to Support Proposed CTE Pathways



2021 CAREER AND TECHNICAL EDUCATION STUDENT SURVEY SUMMARY

The Career and Technical Education (CTE) Student Survey looked to gather feedback about student interest in nine proposed CTE strands in development by Osseo Area Schools. It was distributed to a representative sample of 9th and 10th grade students from all three high schools and the OALC in their advisory courses. There were 560 students within the sample, and 408 responded for a response rate of 73%. Students were provided with the following definition for CTE Courses:

“Career and Technical Education (CTE) provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.”

Students were then asked about their interest in participating in a strand focusing on each of the following careers:

1. Automotive Services
2. Business, Finance, and Marketing
3. Business Management
4. Construction Management
5. Design/Pre-construction
6. Education
7. Engineering Technology
8. Finance and Marketing
9. Health Careers

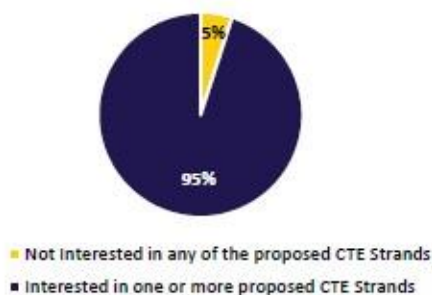
Students could respond with one of the following options, “Interested, Would Register,” “Interested, Might Register,” or “Not Interested.” They were also provided with an option to name a CTE strand they would be interested in participating in that was not listed in the above nine choices.

Overall Results

Results of the survey show that a large majority (95%) of students are interested in participating in one or more of the proposed CTE strands.

This percentage was consistent when looking at students of color (95%), students receiving free or reduced-price lunch (94%), and students receiving EL services (92%).

Percent of Students Interested in One or More of the Proposed CTE Strands



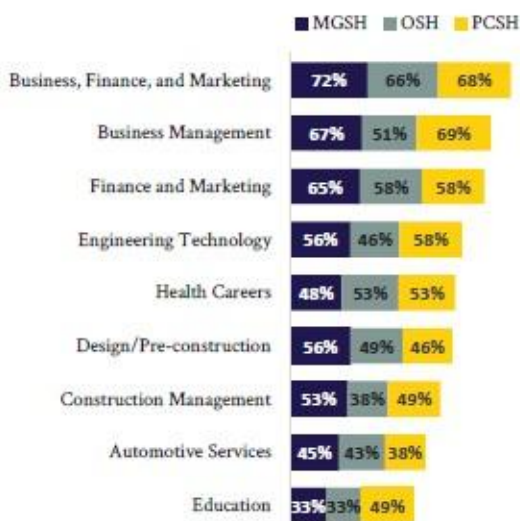
Six of the nine proposed CTE strands garnered interested from 50% or more of the students surveyed. These strands included Business, Finance, and Marketing (69%), Business Management (62%), Finance and Marketing (61%), Engineering Technology (53%), Health Careers (51%), and Design/Pre-construction (51%).

Percent of Students Who "Would" or "Might" Register by Strand



The percentage of students who were interested in a proposed CTE strand and indicated that they either would register for, or might register for, courses within the strand varied slightly across high schools. The three proposed strands with the highest interest at Maple Grove Senior High (MGSH) were Business, Finance, and Marketing (72%), Business Management (67%), and Finance and Marketing (65%).

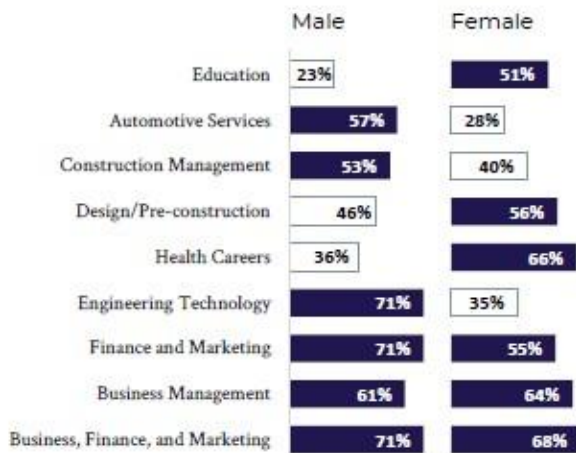
Percent of Students Who "Would" or "Might" Register for Courses by Strand and by High School



At Osseo Senior High (OSH), the three strands with the highest interest were Business, Finance, and Marketing (66%), Finance and Marketing (58%), and Health Careers (53%).

Park Center Senior High (PCSH) students indicated their top strands of interest were Business Management (69%), Business, Finance, and Marketing (68%), Finance and Marketing (58%), and Engineering Technology (58%).

Percent of Students Who Took the Survey Who "Would" or "Might" Register for Proposed Strand by Gender



There were several differences between students identified as male and female in Synergy. In the chart to the left you can see which proposed CTE strands had 50% or more students of that gender interested in the strands (denoted by blue).

Students identified as male in Synergy were interested in Automotive Services (57%), Construction Management (53%), Engineering Technology (71%), Finance and Marketing (61%), and Business, Finance, and Marketing (71%) at rates of 50% or more.

Students identified as female in Synergy were interested in Education (51%), Design/Pre-construction (56%), Health Careers (66%), Finance and Marketing (55%), Business Management (64%), and Business, Finance, and Marketing (68%) at rates of 50% or more.

This data shows that some of the strands that had lower percentages of student interest overall, Education (36%) and Automotive Services (43%), have higher percentages of students interested in them when disaggregated by gender.

The CTE strands that students suggested they would be interested in if they were offered were:

- Art (N=5)
- Sports and Exercise (N=4)
- Computer Programming or Coding (N=3)
- Marketing and Sales (N=3)
- Architecture (N=2)
- Criminology/Police (N=2)
- Culinary/Nutrition (N=2)
- Film/Theatre (N=2)
- Military (N=2)
- Metal Lab/Welding (N=2)
- Music (N=2)

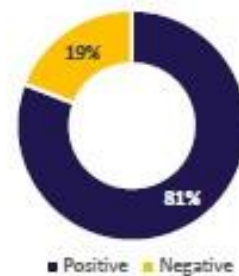
MORRIS LEATHERMAN CTE DATA SUMMARY

Overall Results

To determine how Osseo Area Schools' families feel about the career and technical (CTE) programs offered in the district, results from the Morris Leatherman Parent Survey administered in May 2021 were analyzed and disaggregated.

This analysis sought to first understand the overall percent of families that feel positively about the CTE program. As we can see in the chart on the right, 81% (n=461) of families who responded to the survey rated the program positively by selecting either "Excellent" or "Good."

Percent Positive and Negative Responses about CTE Program



The following data and charts disaggregate the data in the chart to the right to better understand the perceptions of district families.

First, it was examined how long these families have been in the district. From this chart we can see that as time as a resident in Osseo Area Schools increases so does the rate of positive feelings about the CTE program.

Percent Positive Responses by Resident Longevity

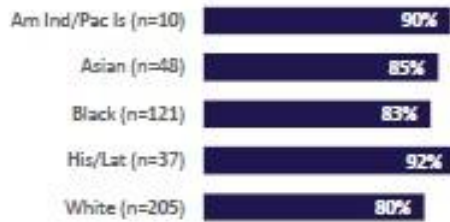


Next, the data were segmented by race and ethnicity. As we can see in the chart below, ratings were 80% or higher across all race and ethnicity groups. Families identifying as Hispanic or Latino had the highest level of positive ratings of the CTE program at 92% (n=37).

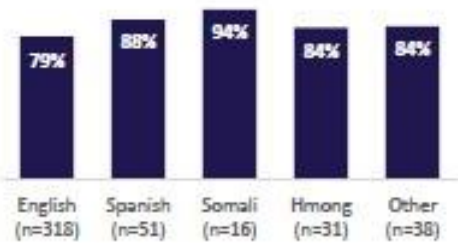
Additionally, Somali- and Spanish-speaking family groups had the greatest proportions rating the CTE program positively, at 94% (n=16) and 88% (n=51), respectively.



Percent Positive Responses by Race and Ethnicity



Percent Positive Responses by Language



Last, rates were calculated by family enrollment type: in-bound, transfer, or assigned. "In-bound" is defined as parents of students choosing to open enroll in Osseo Area Schools. "Transfer" is defined as parents of students living within Osseo Area Schools who choose to have their student(s) attend a different Osseo school other than the one to which they are assigned. "Assigned" is defined as parents of students attending their assigned school in Osseo Area Schools.

Percent Positive Responses by Enrollment Type



In the chart to the left we can see that in-bound families have the highest rate of positive ratings about the CTE programs in the district at 91% (n=172). These families were followed by transfer families at 77% (n=152), and then finally assigned families at 72% (n=137).

Overall findings of this analysis are that a large majority of families who responded to the survey feel positively about the CTE programming offered at Osseo Area Schools. Additionally, almost three quarters of all family subgroups, or segments, rated the CTE program as good or excellent.

OSSEO AREA SCHOOLS

ISD  279

Enrollment Trends and Five-Year Enrollment Projections

Presented by John Morstad

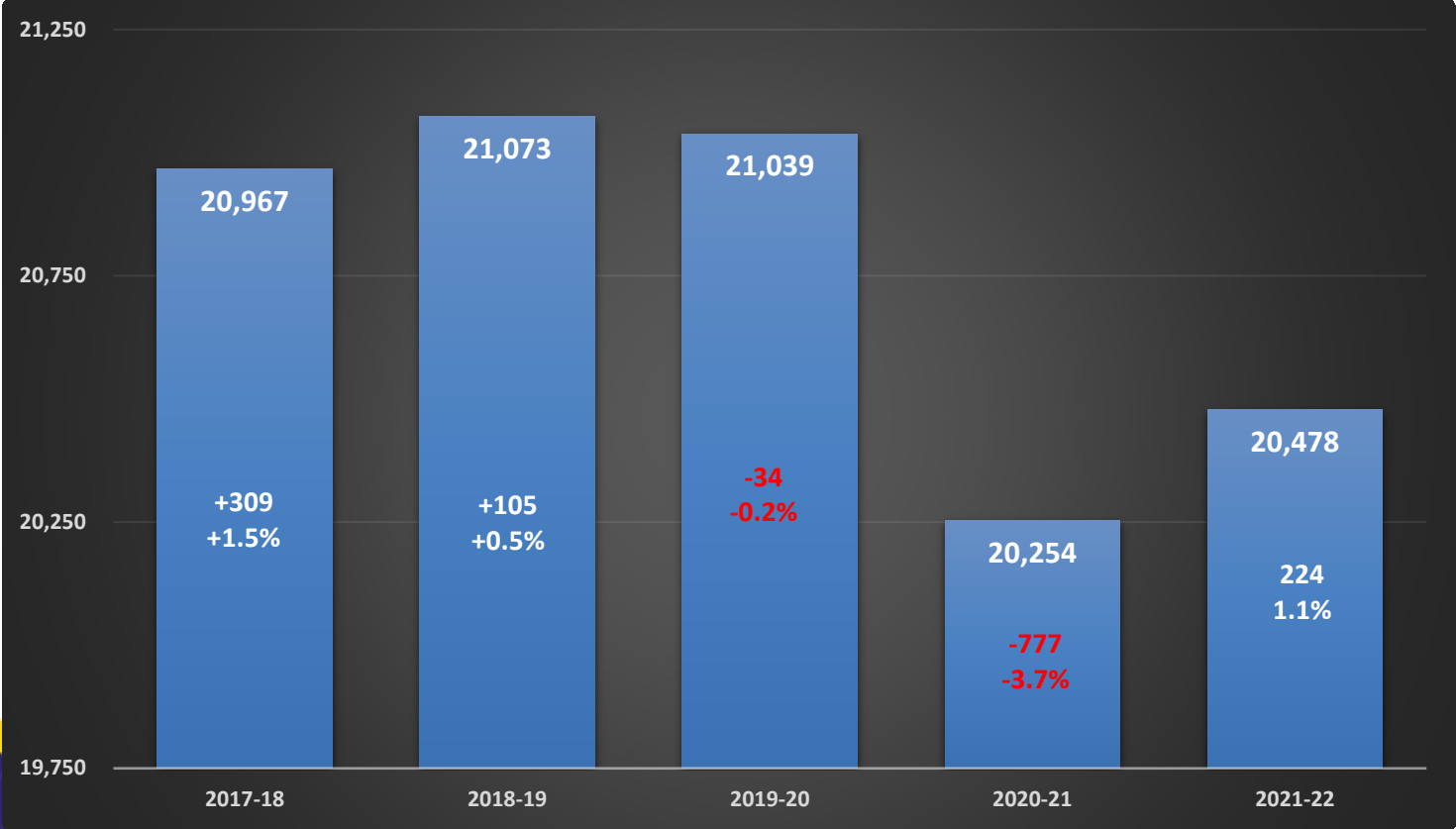
Executive Director of Finance and Operations

School Board Work Session, January 18, 2022

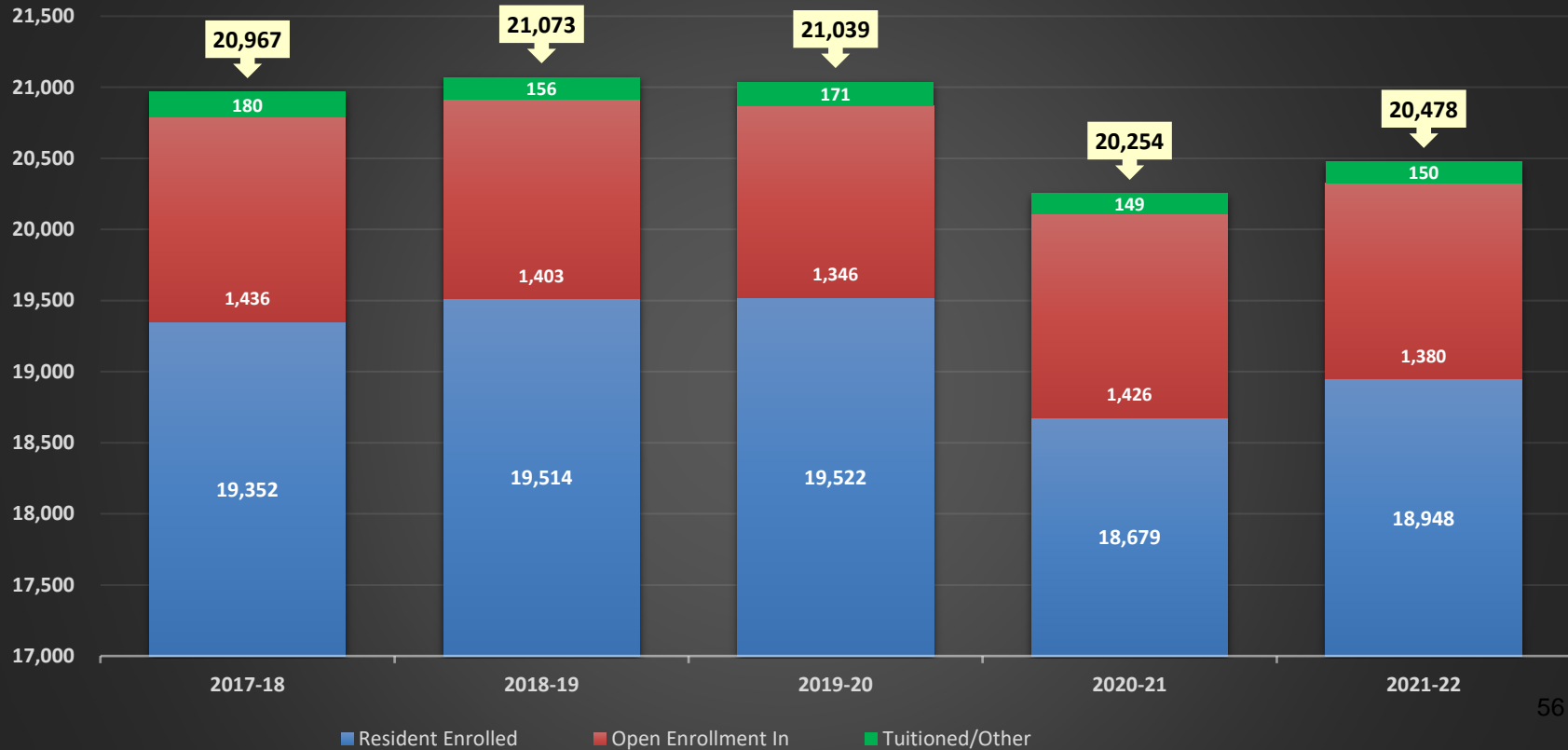
Purpose:

Provide an overview of enrollment trends used in making 5-year enrollment projections.

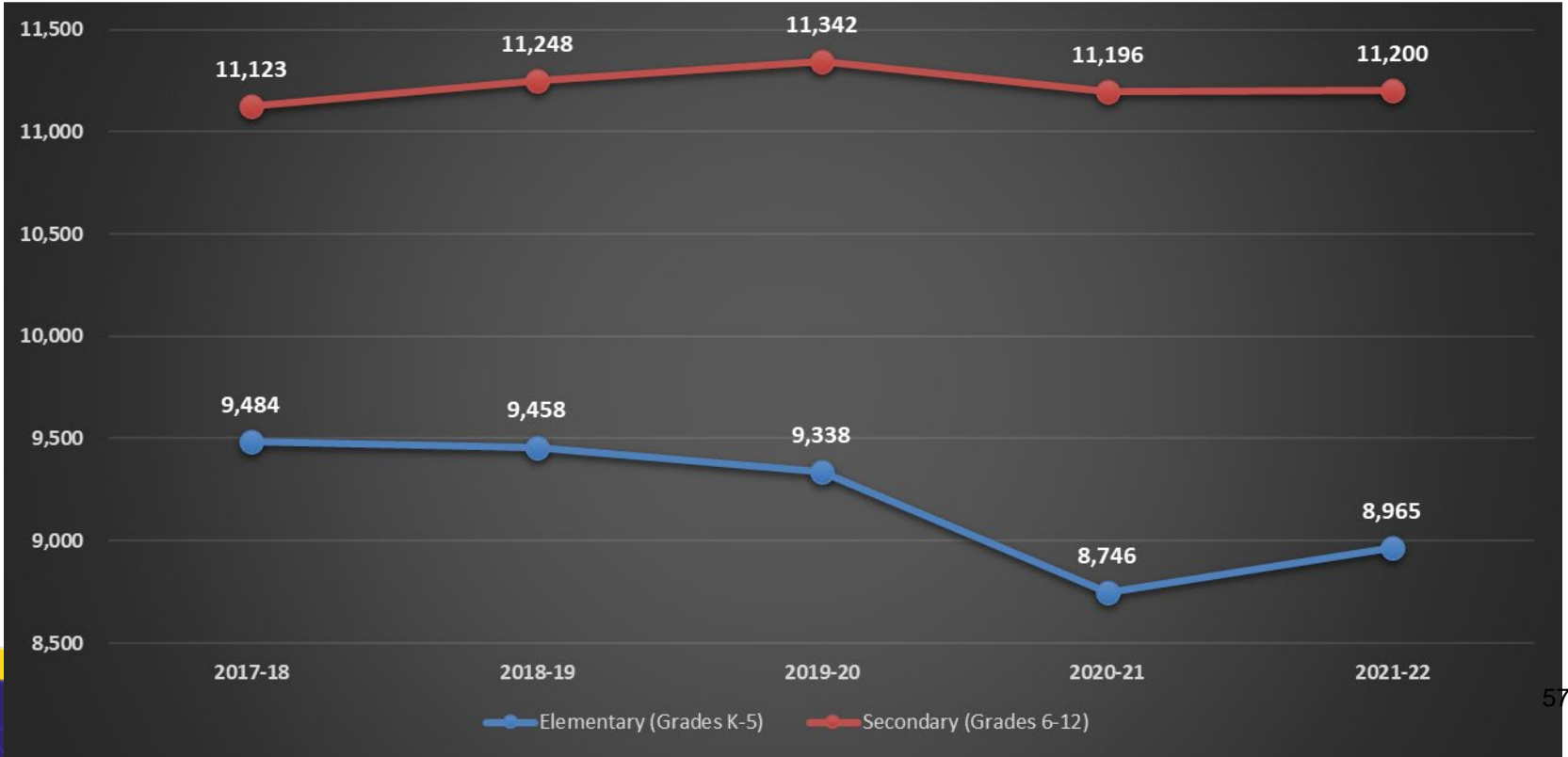
Total Enrollment Trend



Enrollment Categories



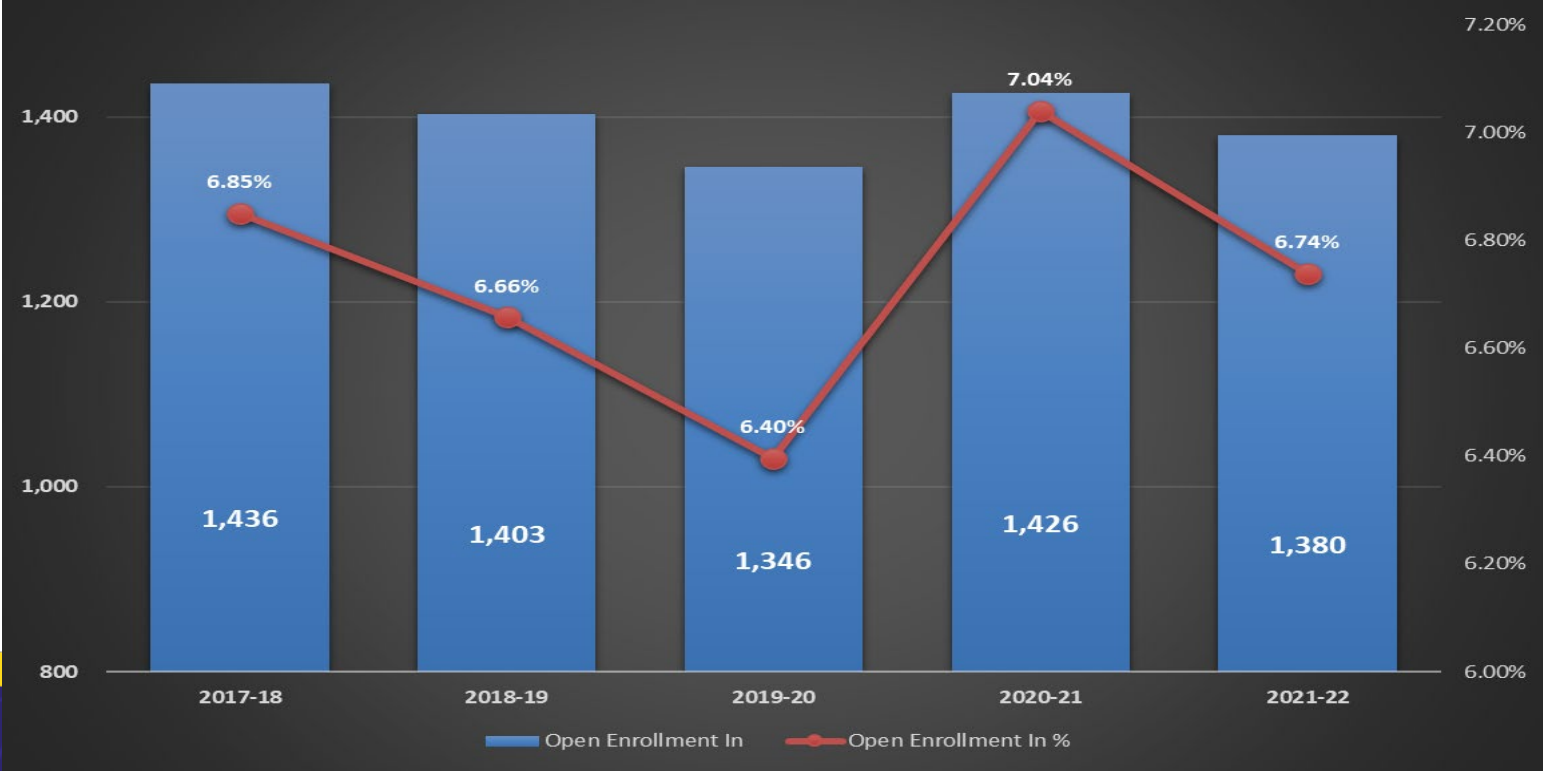
K-12 Enrollment Trends (historical)



Source: MARSS year-end data for previous years; internal InfoSys Nov. 1 data for current year

Non-Resident Enrollment History

as a % of total enrollment



Source: MARSS year-end data for previous years; internal InfoSys Nov. 1 data for current year

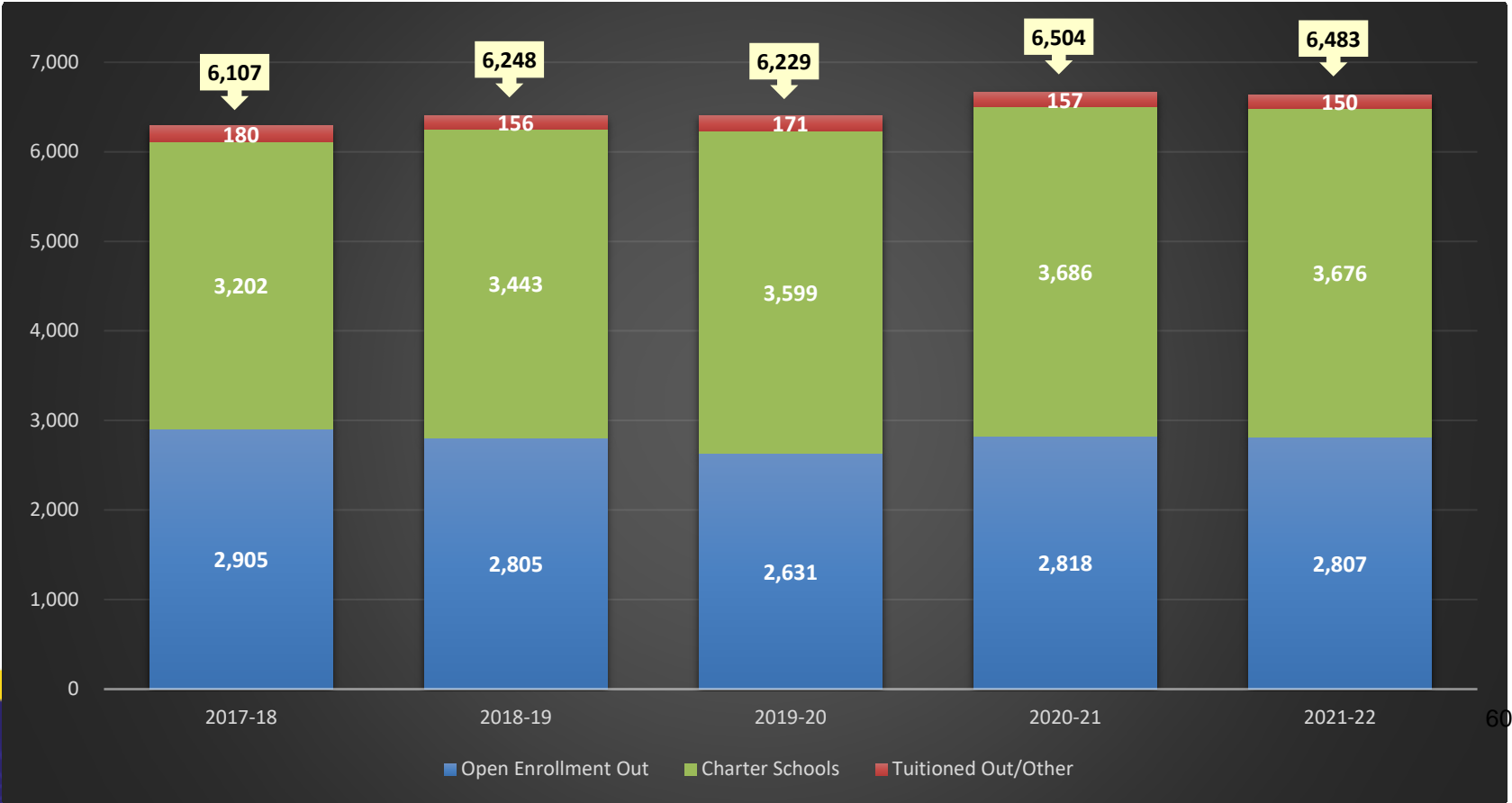
Enrollment Actual Versus Projected

Updated for 1/1/2022

- ▶ (246) under projection in K-12:
 - (534) under projection in elementary
 - (204) under projection in middle school
 - (338) under projection in senior high
 - 830 above projection at OEC, OALC, and 279 Online

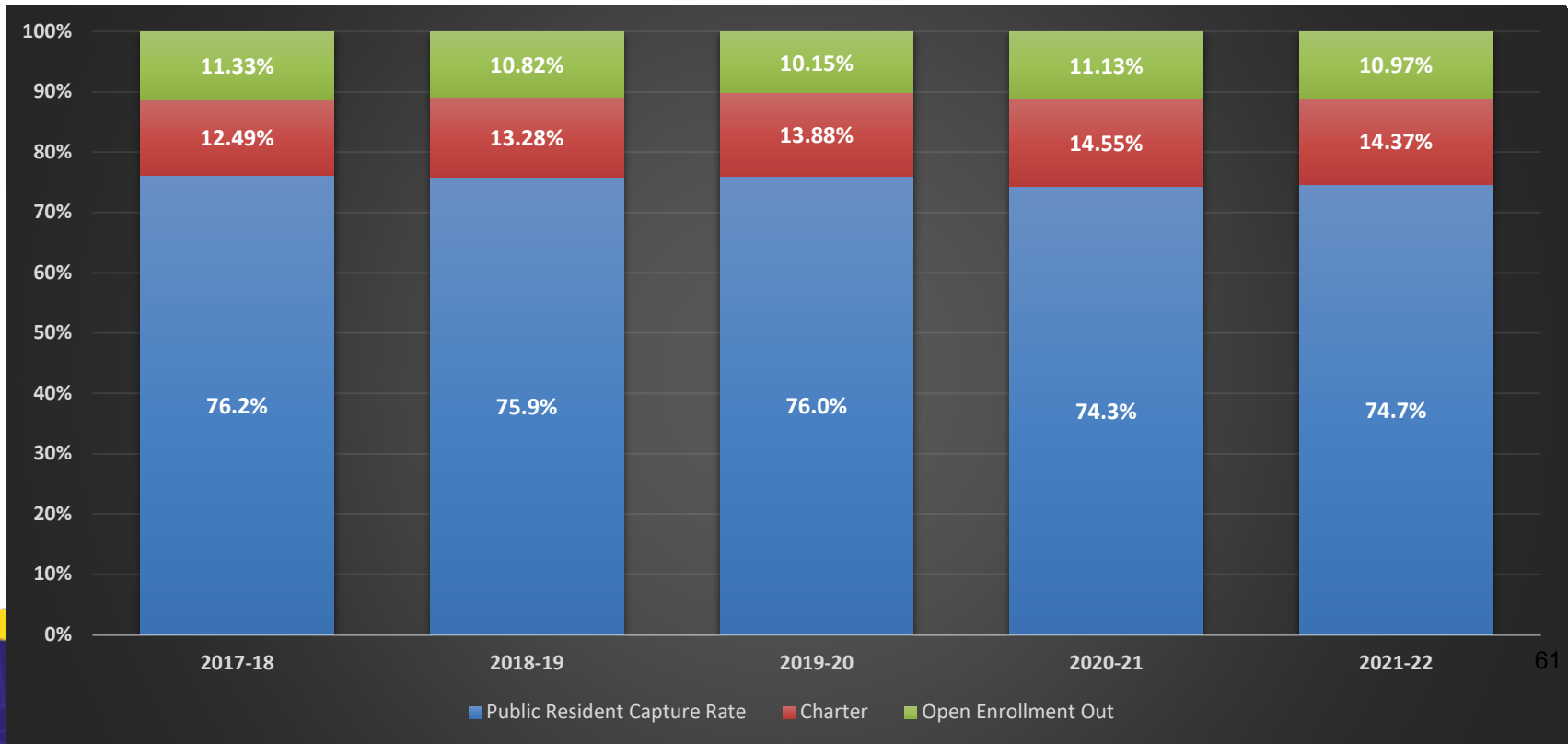
- ▶ Variance of 10 or more above projections:
 - Fernbrook and Rush Creek Elementaries

Residents Attending Elsewhere - Public



Source: MARSS year-end data for previous years; internal InfoSys Nov. 1 data for current year

ISD 279 residents choosing **public** school options



Source: MARSS year-end data for previous years; internal InfoSys Nov. 1 data for current year

ISD 279 Residents Attending Other **Public Districts**

School districts enrolling more than 50 ISD 279 residents

District	FY 2022 Preliminary			FY 2021	FY 2020
	ISD 279 Residents Lost	Non-Residents Gained	Net Gain or Loss	Net Gain or Loss	Net Gain or Loss
Anoka Hennepin*	(786)	443	(343)	(234)	(325)
Brooklyn Center*	(355)	138	(217)	(188)	(243)
Fridley*	(168)	19	(149)	(137)	(133)
Wayzata	(87)	22	(65)	(79)	(95)
Elk River*	(104)	63	(41)	(48)	(35)
Rockford*	(60)	22	(38)	(43)	(31)
Robbinsdale	(348)	329	(19)	31	(7)
Minneapolis	(139)	198	59	104	28

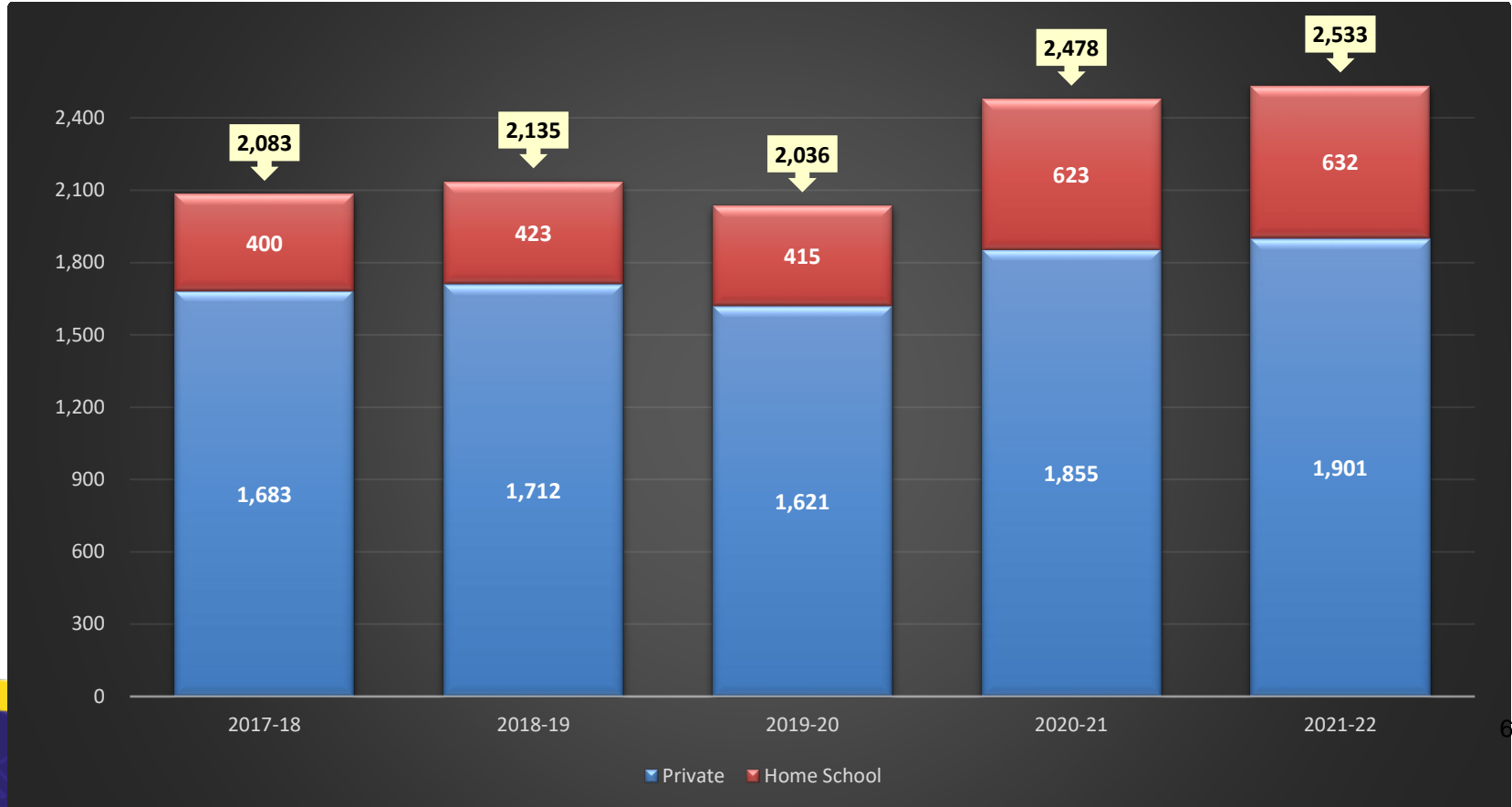
*Members of Northwest Suburban Integration School District (NWSISD)

ISD 279 Residents Attending Other – Charter Schools

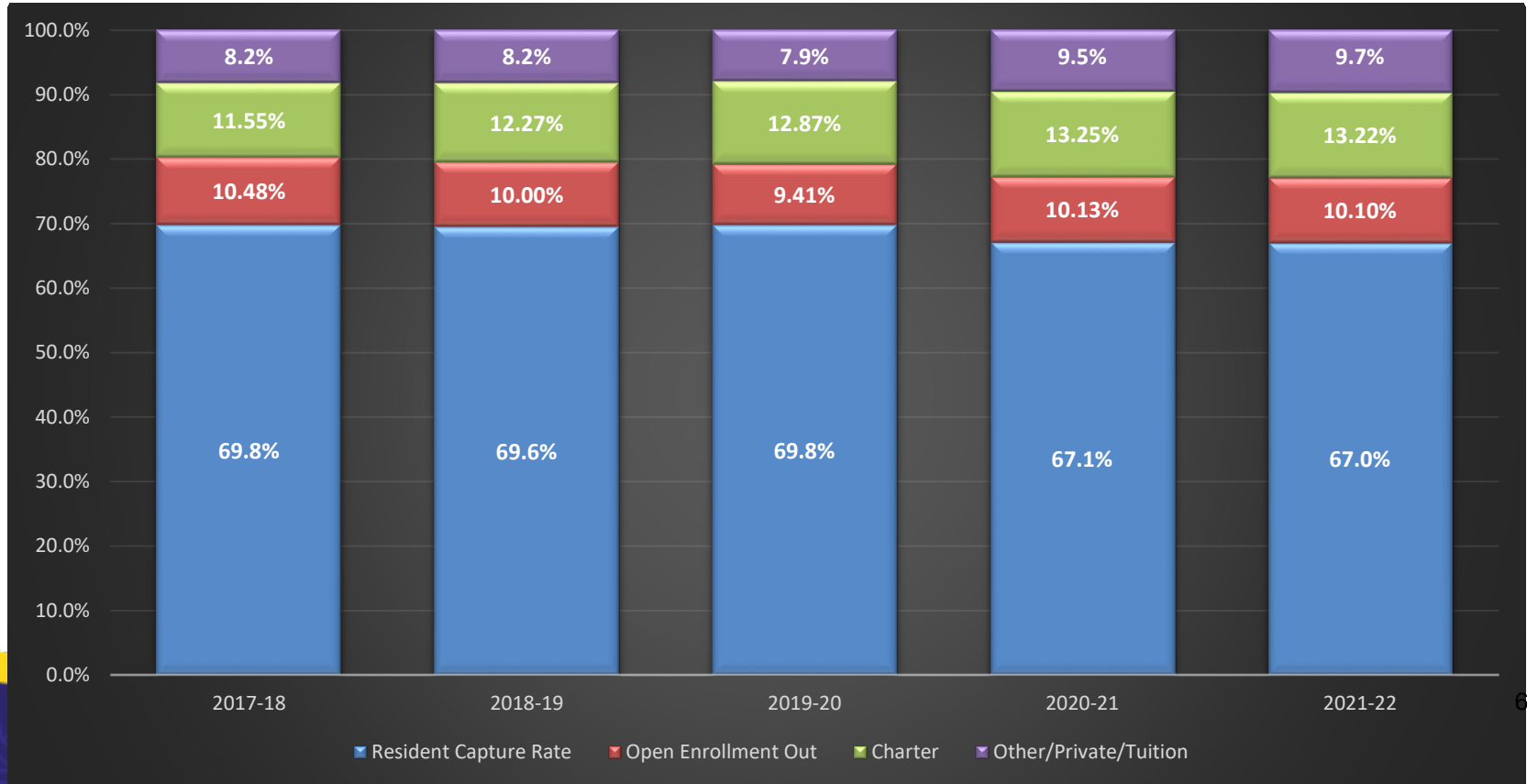
Charter schools enrolling more than 50 ISD 279 residents

Charter	FY 2022 Preliminary	Increase/ Decrease	FY 2021	FY 2020
Parnassus	939	52	887	766
Athlos Leadership Academy	535	11	524	522
Noble Academy	335	(69)	404	526
Prairie Seeds Academy	277	15	262	262
New Millenium Academy	244	16	228	173
Excell Academy	201	(24)	225	206
Hmong College Prep Academy	118	17	101	74
Minnesota Transitions	115	(26)	141	105
Minnesota Excellence in Learning Academy	84	(13)	97	90
Beacon Academy	73	(39)	112	153

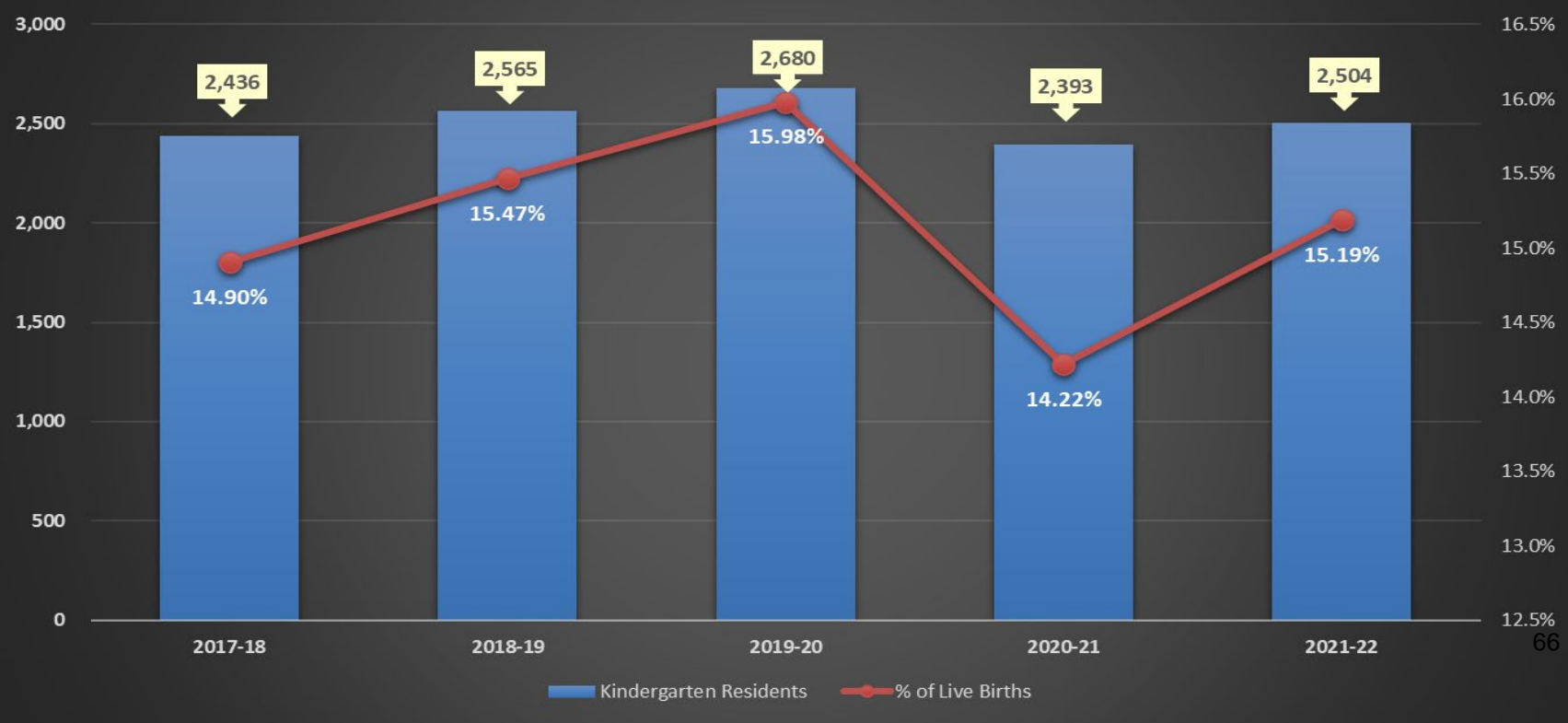
Residents Attending Elsewhere - Private



ISD 279 Residents Overall Capture Rate



Resident kindergarten students (as a % of Hennepin County Birth Rate)



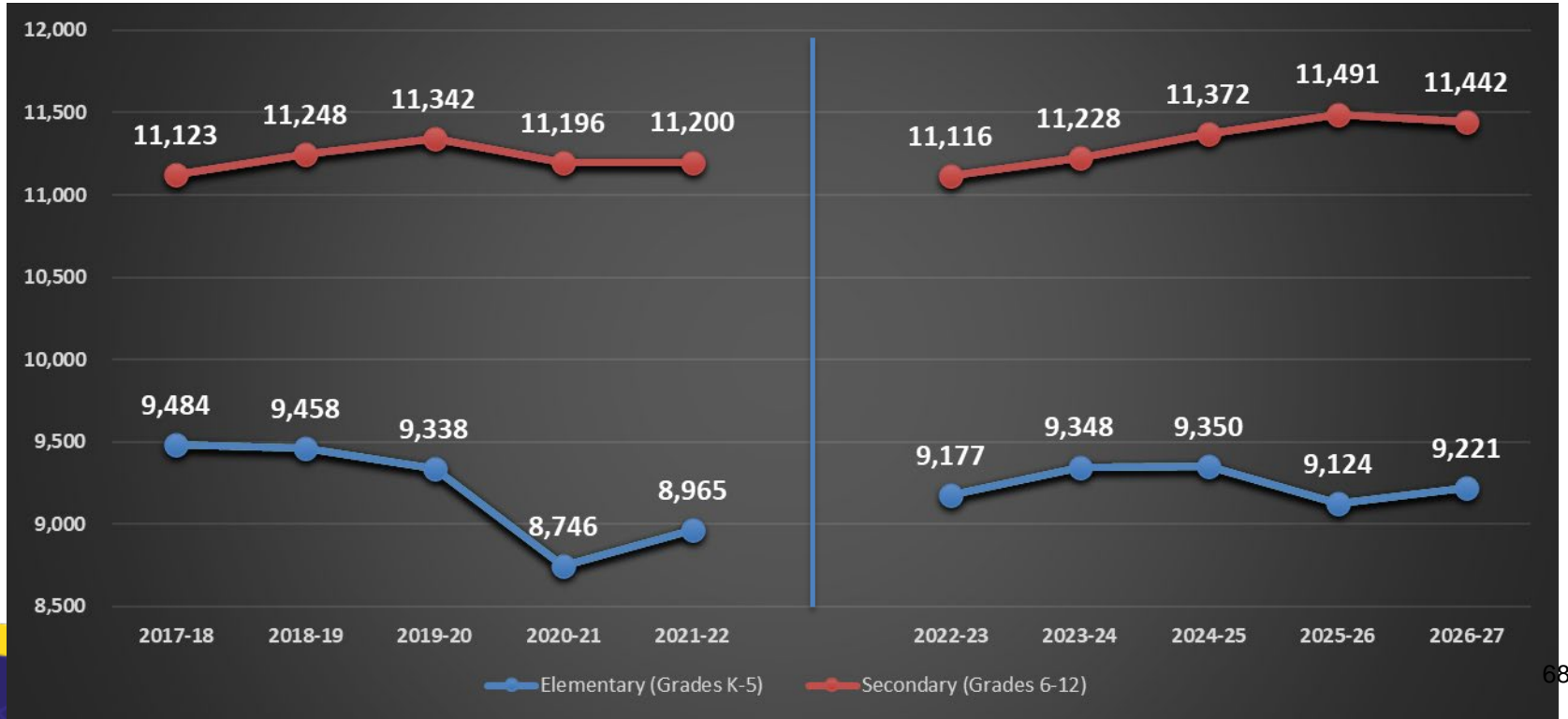
Source: MARSS year-end data for previous years; internal InfoSys Nov. 1 data for current year

Draft Enrollment Projection

Enrollment Projections											
FALL AND SPRING ENROLLMENT PRIOR YEAR DATA											
Grade or Age	*	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027
Henn Cty Births		16,345	16,584	16,770	16,829	16,485	16,322	15,845	15,430	13,130	15,674
Kindergarten	*	1,559	1,599	1,609	1,416	1,510	1,549	1,509	1,475	1,272	1,501
Grade 1	*	1,577	1,566	1,564	1,528	1,488	1,557	1,589	1,542	1,514	1,323
Grade 2	*	1,528	1,555	1,534	1,492	1,549	1,518	1,573	1,601	1,557	1,542
Grade 3	*	1,555	1,528	1,517	1,419	1,509	1,555	1,527	1,577	1,608	1,577
Grade 4	*	1,665	1,556	1,535	1,434	1,440	1,536	1,585	1,548	1,601	1,644
Grade 5	*	1,582	1,625	1,558	1,445	1,469	1,462	1,565	1,607	1,572	1,634
Kind - Grade 5	*	9,466	9,429	9,317	8,734	8,965	9,177	9,348	9,350	9,124	9,221
Grade 6	*	1,501	1,488	1,595	1,456	1,398	1,422	1,440	1,530	1,555	1,510
Grade 7	*	1,440	1,515	1,489	1,559	1,477	1,415	1,464	1,474	1,549	1,564
Grade 8	*	1,511	1,475	1,518	1,467	1,581	1,502	1,465	1,504	1,498	1,565
Grade 6-8	*	4,452	4,478	4,602	4,482	4,456	4,339	4,369	4,508	4,602	4,639
Grade 9	*	1,658	1,737	1,656	1,654	1,653	1,791	1,705	1,664	1,710	1,682
Grade 10	*	1,646	1,624	1,730	1,595	1,652	1,643	1,783	1,705	1,639	1,710
Grade 11	*	1,612	1,618	1,569	1,658	1,614	1,638	1,635	1,773	1,676	1,636
Grade 12	*	1,544	1,634	1,636	1,556	1,825	1,705	1,736	1,722	1,864	1,775
Grade 9-12	*	6,460	6,613	6,591	6,463	6,744	6,777	6,859	6,864	6,889	6,803
Grand Total K-12	*	20,378	20,520	20,510	19,679	20,165	20,293	20,576	20,722	20,615	20,663
Change		138	142	-10	-831	486	128	283	146	-107	48
		0.68%	0.70%	-0.05%	-4.05%	2.47%	0.63%	1.39%	0.71%	-0.52%	0.23%

NOTE: Henn County Births shown above occurred 5 years prior to the year displayed

Projected trend lines through 2027



Source: MARSS year-end data for previous years; internal InfoSys Nov. 1 data for current year; Projections for future years

Next steps

- ▶ Finalize grade and site level enrollment projections
- ▶ Update our school choice survey to better inform decisions
- ▶ Continue to use data to inform the Enrollment and Capacity Management Advisory Committee (ECMAC)
- ▶ Class size information and trends will be presented in March

OSSEO AREA SCHOOLS

ISD  279

Enrollment Trends and Five-Year Enrollment Projections

School Board Work Session, January 18, 2022

Osseo Area Schools
FY 2022 Enrollment Grade and Site Variance From Projection

Osseo Area Schools - Grade and Site Enrollment Estimates																		
School Name	Projection for Fall of 2021 (FY 2022)													FY 2022 Projection	FY 2021 Actual	One-Year Change		
	K	1	2	3	4	5	6	7	8	9	10	11	12					
City of Brooklyn Center																		
Garden City	64	52	68	61	60	48									353	322	31	9.63%
City of Brooklyn Park																		
Birch Grove	68	57	66	69	68	63									391	376	15	3.99%
Crest View	55	53	43	47	35	34									267	261	6	2.30%
Edinbrook	125	116	121	108	106	110									686	653	33	5.05%
Fair Oaks	71	63	58	58	56	38									344	342	2	0.58%
Palmer Lake	92	78	77	60	80	69									456	439	17	3.87%
Park Brook	49	43	51	49	45	37									274	255	19	7.45%
Woodland	127	103	106	115	115	102									668	662	6	0.91%
Zanewood	76	69	70	57	54	49									375	358	17	4.75%
City of Maple Grove																		
Basswood	184	141	143	172	155	168									963	911	52	5.71%
Cedar Island	84	84	81	60	66	59									434	433	1	0.23%
Elm Creek	96	83	85	81	92	67									504	487	17	3.49%
Fernbrook	148	134	145	140	119	139									825	770	55	7.14%
Oak View	102	77	75	73	68	67									462	456	6	1.32%
Rush Creek	137	123	124	119	119	129									751	731	20	2.74%
Rice Lake	134	106	119	121	108	122									710	661	49	7.41%
Weaver Lake	101	94	113	104	119	121									652	645	7	1.09%
Elementary School Total	1,713	1,476	1,545	1,494	1,465	1,422									9,115	8,762	353	4.03%
City of Brooklyn Park																		
Brooklyn Middle							342	346	379						1,067	1,090	(23)	-2.11%
North View Middle							201	183	209						593	597	(4)	-0.67%
Park Center Senior										525	488	475	515		2,003	2,018	(15)	-0.74%
City of Maple Grove																		
Maple Grove Middle							492	530	569						1,591	1,659	(68)	-4.10%
Maple Grove Senior										586	608	598	598		2,390	2,369	21	0.89%
City of Osseo																		
Osseo Middle							344	411	426						1,181	1,173	8	0.68%
Osseo Senior										515	574	528	522		2,139	2,167	(28)	-1.29%
Secondary School Total							1,379	1,470	1,583	1,626	1,670	1,601	1,635		10,964	11,073	(109)	-0.98%
Osseo Education Center							0	0	0	0	0	0	71		71	78	(7)	-8.97%
Osseo Area Learning Center							0	0	0	0	7	18	122		147	162	(15)	-9.26%
279 Online K-5																		
280 Online 6-8																		
281 Online 9-12																		
Subtotal							0	0	0	0	7	18	193		218	240	(22)	-9.17%
Grand Total Enrollment	1,713	1,476	1,545	1,494	1,465	1,422	1,379	1,470	1,583	1,626	1,677	1,619	1,828		20,297	20,075	222	1.11%

Osseo Area Schools
FY 2022 Enrollment Grade and Site Variance From Projection

Osseo Area Schools - Grade and Site Enrollment Estimates																		
School Name	Actual 1.1.22													FY 2022 Actual	FY 2021 Actual	One-Year Change		
	K	1	2	3	4	5	6	7	8	9	10	11	12					
City of Brooklyn Center																		
Garden City	48	43	49	43	49	45									277	322	(45)	-13.98%
City of Brooklyn Park																		
Birch Grove	51	48	63	75	56	47									340	376	(36)	-9.57%
Crest View	48	48	48	38	38	28									248	261	(13)	-4.98%
Edinbrook	114	100	110	119	94	97									634	653	(19)	-2.91%
Fair Oaks	65	60	51	56	51	40									323	342	(19)	-5.56%
Palmer Lake	85	72	73	59	71	73									433	439	(6)	-1.37%
Park Brook	50	33	48	45	38	34									248	255	(7)	-2.75%
Woodland	116	106	107	110	98	94									631	662	(31)	-4.68%
Zanewood	58	59	61	53	45	55									331	358	(27)	-7.54%
City of Maple Grove																		
Basswood	132	130	140	150	143	167									862	911	(49)	-5.38%
Cedar Island	78	88	68	66	58	64									422	433	(11)	-2.54%
Elm Creek	80	85	79	81	96	73									494	487	7	1.44%
Fernbrook	138	140	139	162	131	154									864	770	94	12.21%
Oak View	74	85	80	67	81	74									461	456	5	1.10%
Rush Creek	136	127	134	117	121	132									767	731	36	4.92%
Rice Lake	90	99	123	96	96	102									606	661	(55)	-8.32%
Weaver Lake	98	100	109	109	107	117									640	645	(5)	-0.78%
Elementary School Total	1,461	1,423	1,482	1,446	1,373	1,396									8,581	8,762	(181)	-2.07%
City of Brooklyn Park																		
Brooklyn Middle							301	353	366						1,020	1,090	(70)	-6.42%
North View Middle							129	142	182						453	597	(144)	-24.12%
Park Center Senior										463	438	414	477		1,792	2,018	(226)	-11.20%
City of Maple Grove																		
Maple Grove Middle							501	528	555						1,584	1,659	(75)	-4.52%
Maple Grove Senior										560	583	557	588		2,288	2,369	(81)	-3.42%
City of Osseo																		
Osseo Middle							382	378	411						1,171	1,173	(2)	-0.17%
Osseo Senior										571	555	511	477		2,114	2,167	(53)	-2.45%
Secondary School Total							1,313	1,401	1,514	1,594	1,576	1,482	1,542		10,422	11,073	(651)	-5.88%
Subtotal	1,461	1,423	1,482	1,446	1,373	1,396	1,313	1,401	1,514	1,594	1,576	1,482	1,542		19,003	19,835	(832)	-4.19%
Osseo Education Center													62		62	78	(16)	-20.51%
Osseo Area Learning Center											5	32	106		143	162	(19)	-11.73%
279 Online K-5	45	63	56	52	59	68									343	-	343	100.00%
279 Online 6-8							78	66	64						208	-	208	100.00%
279 Online 9-12										58	60	87	87		292	-	292	100.00%
Subtotal							78	66	64	58	65	119	255		1,048	240	808	336.67%
Grand Total Enrollment	1,461	1,423	1,482	1,446	1,373	1,396	1,391	1,467	1,578	1,652	1,641	1,601	1,797		20,051	20,075	(24)	-0.12%

Osseo Area Schools
FY 2022 Enrollment Grade and Site Variance From Projection

Osseo Area Schools - Grade & Site Enrollment Variance from Projections as of 1.1.2022																
School Name	10 or more students above projection						10 or more students below projection						5% above			
	Grade Level														5% below	
	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	K-12	% Variance	
Basswood	(52)	(11)	(3)	(22)	(12)	(1)								(101)	-10.49%	
Birch Grove	(17)	(9)	(3)	6	(12)	(16)								(51)	-13.04%	
Cedar Island	(6)	4	(13)	6	(8)	5								(12)	-2.76%	
Crest View	(7)	(5)	5	(9)	3	(6)								(19)	-7.12%	
Edinbrook	(11)	(16)	(11)	11	(12)	(13)								(52)	-7.58%	
Elm Creek	(16)	2	(6)	0	4	6								(10)	-1.98%	
Fair Oaks	(6)	(3)	(7)	(2)	(5)	2								(21)	-6.10%	
Fernbrook	(10)	6	(6)	22	12	15								39	4.73%	
Garden City	(16)	(9)	(19)	(18)	(11)	(3)								(76)	-21.53%	
Oak View	(28)	8	5	(6)	13	7								(1)	-0.22%	
Palmer Lake	(7)	(6)	(4)	(1)	(9)	4								(23)	-5.04%	
Park Brook	1	(10)	(3)	(4)	(7)	(3)								(26)	-9.49%	
Rice Lake	(44)	(7)	4	(25)	(12)	(20)								(104)	-14.65%	
Rush Creek	(1)	4	10	(2)	2	3								16	2.13%	
Weaver Lake	(3)	6	(4)	5	(12)	(4)								(12)	-1.84%	
Woodland	(11)	3	1	(5)	(17)	(8)								(37)	-5.54%	
Zanewood	(18)	(10)	(9)	(4)	(9)	6								(44)	-11.73%	
Elementary School Total	(252)	(53)	(63)	(48)	(92)	(26)								(534)	-5.86%	
Brooklyn Middle							(41)	7	(13)					(47)	-4.40%	
Maple Grove Middle							9	(2)	(14)					(7)	-0.44%	
North View Middle							(72)	(41)	(27)					(140)	-23.61%	
Osseo Middle							38	(33)	(15)					(10)	-0.85%	
Middle School Total							(66)	(69)	(69)					(204)	-4.60%	
Maple Grove Senior High										(26)	(25)	(41)	(10)	(102)	-4.27%	
Osseo Senior High										56	(19)	(17)	(45)	(25)	-1.17%	
Park Center Senior High										(62)	(50)	(61)	(38)	(211)	-10.53%	
Senior High School Total										(32)	(94)	(119)	(93)	(338)	-5.17%	
Subtotal	(252)	(53)	(63)	(48)	(92)	(26)	(66)	(69)	(69)	(32)	(94)	(119)	(93)	(1,076)	-5.36%	
Osseo Sec Transition Ctr													(9)	(9)	-12.68%	
Osseo Area Learning Ctr							0	0	0	0	(2)	14	(16)	(4)	-2.72%	
279 Online K-5	45	63	56	52	59	68								343	100.00%	
280 Online 6-8							78	66	64					208	100.00%	
281 Online 9-12										58	60	87	87	292	100.00%	
Subtotal							78	66	64	58	58	101	62	830	380.73%	
Total Variance from Proj.	(252)	(53)	(63)	(48)	(92)	(26)	12	(3)	(5)	26	(36)	(18)	(31)	(246)	-1.21%	
5% above	-14.71%	-3.59%	-4.08%	-3.21%	-6.28%	-1.83%	0.87%	-0.20%	-0.32%	1.60%	-2.15%	-1.11%	-1.70%	-1.21%		
5% below																

OSSEO AREA SCHOOLS

ISD  279

COVID-19 Preparedness Plan Update

January 18, 2022

Considerations

- ▶ District case rates in the coming weeks
- ▶ Impact of holiday gatherings
- ▶ Staff shortages due to illness/absences
- ▶ Vaccine rates for 5-11 year olds and 12-18 year olds
- ▶ CDC quarantine period adjusted to 5 days
- ▶ New testing program impact
- ▶ MNOSHA requirements/implementation
- ▶ January 19th expiration of federal requirement of masks on public transit

Employee absences

	Total Absences	% Absent	AESPs	Custodial	ESPs (not kidstop)	Kidstop	RN/LPNs	School Nutrition	Teachers	
12/16	408	13%	11	16	104	24	3	11	194	
12/17	419	13%	10	17	110	28	4	12	184	
1/3	515	16%	14	19	114	27	7	9	249	
1/4	498	16%	13	17	120	22	7	9	243	
1/5	495	15%	6	12	115	28	8	10	239	
1/6	515	16%	18	10	114	26	8	12	245	
1/7	616	19%	21	35	121	54	11	11	291	
1/10	540	17%	17	20	149	17	5	9	268	
1/11	387	12%	11	19	109	17	3	13	181	Online for sec
1/12	311	10%	9	17	98	12	7	15	121	Online for elem and sec
1/13	309	10%	9	16	86	16	4	14	122	
1/14	349	11%	9	20	83	13	6	18	147	

7-Day Hennepin County case rates

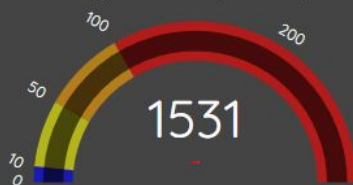
Hennepin County

Population (2019 estimated): 1,265,843

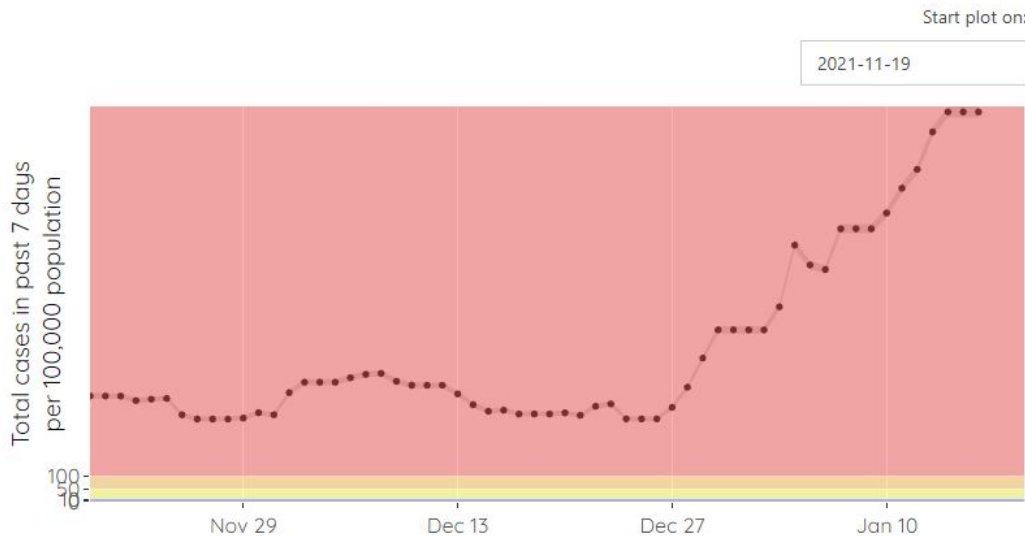
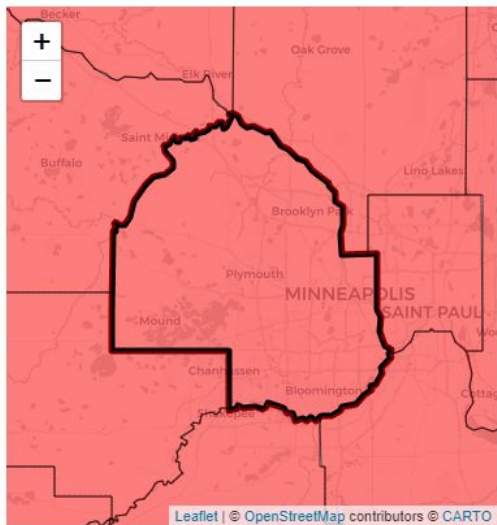
Data as of January 16, 2022

Display one-week forecast

7-day case rate per 100,000

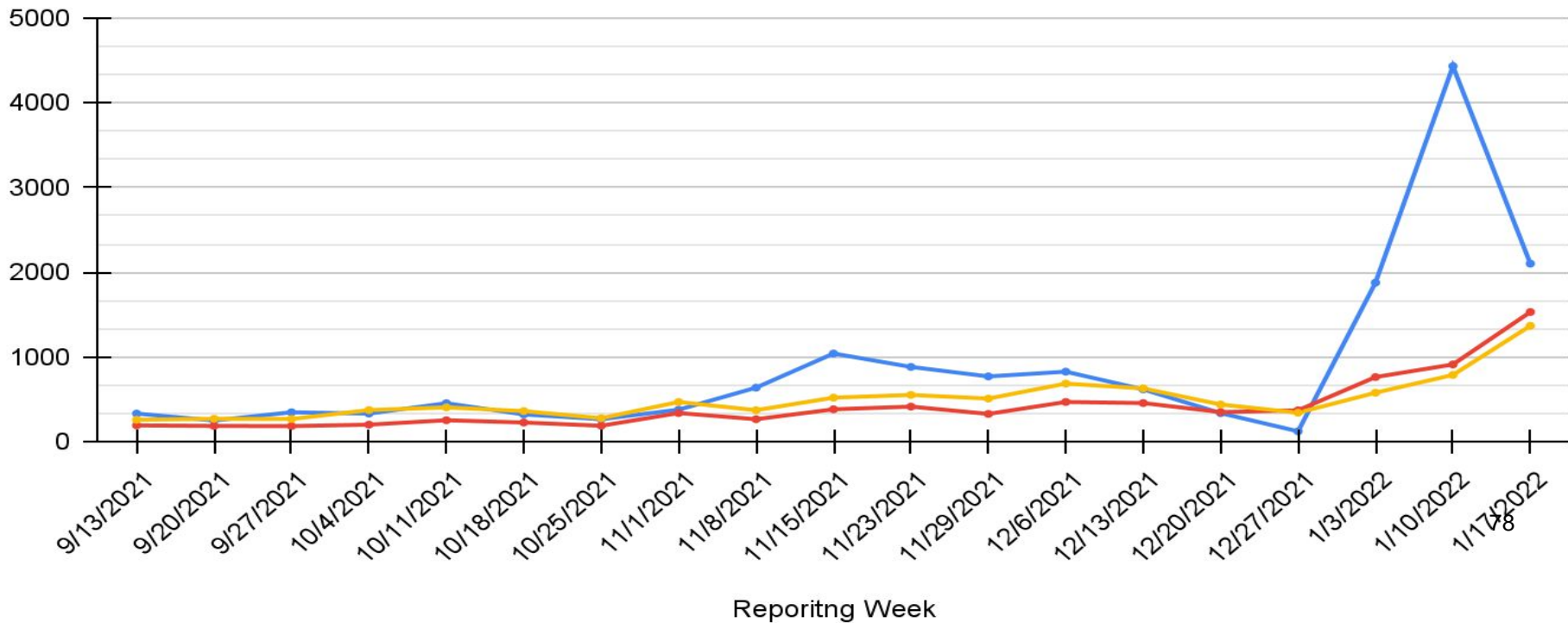


14-day case rate per 10,000

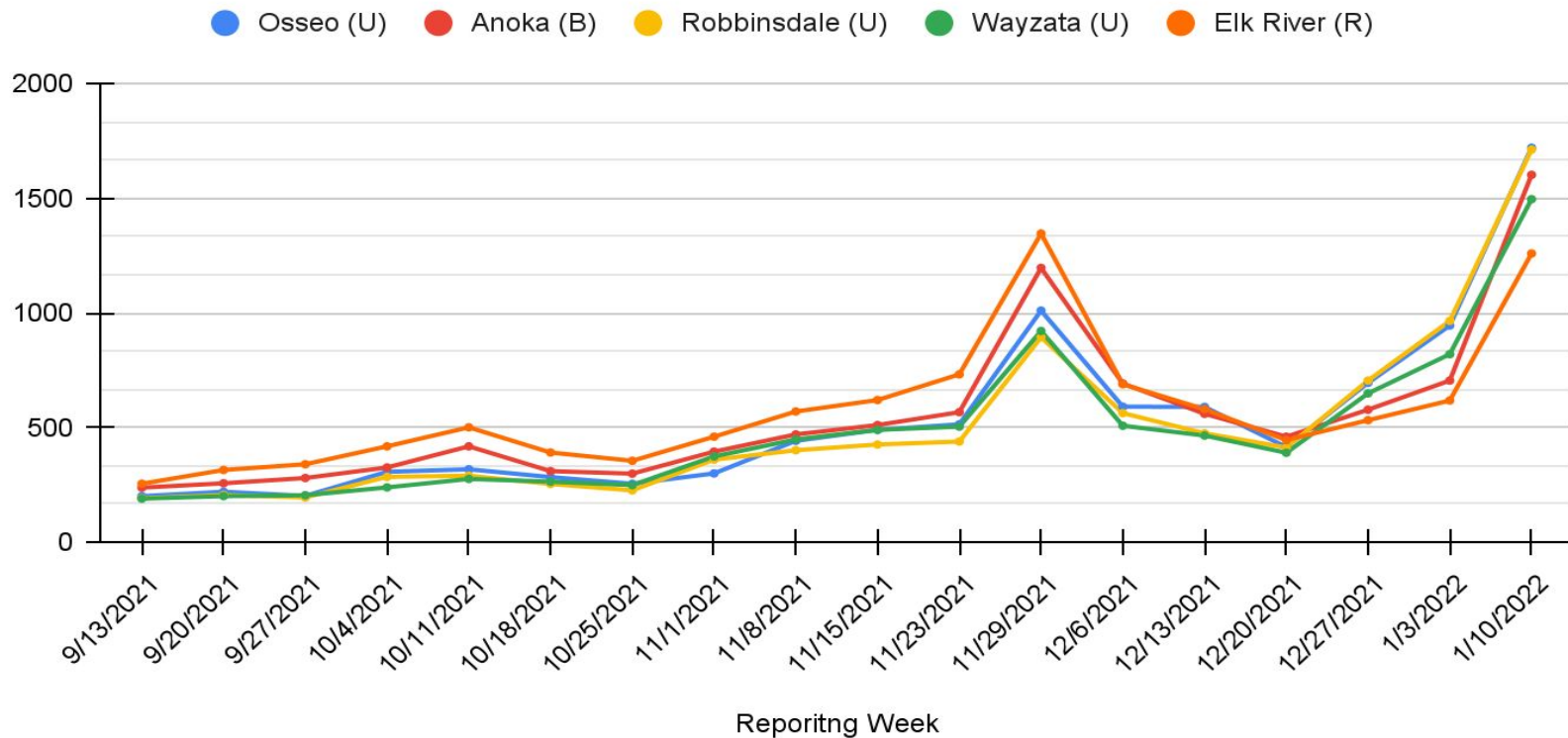


Positive cases per 100,000 compared to Hennepin and Anoka counties

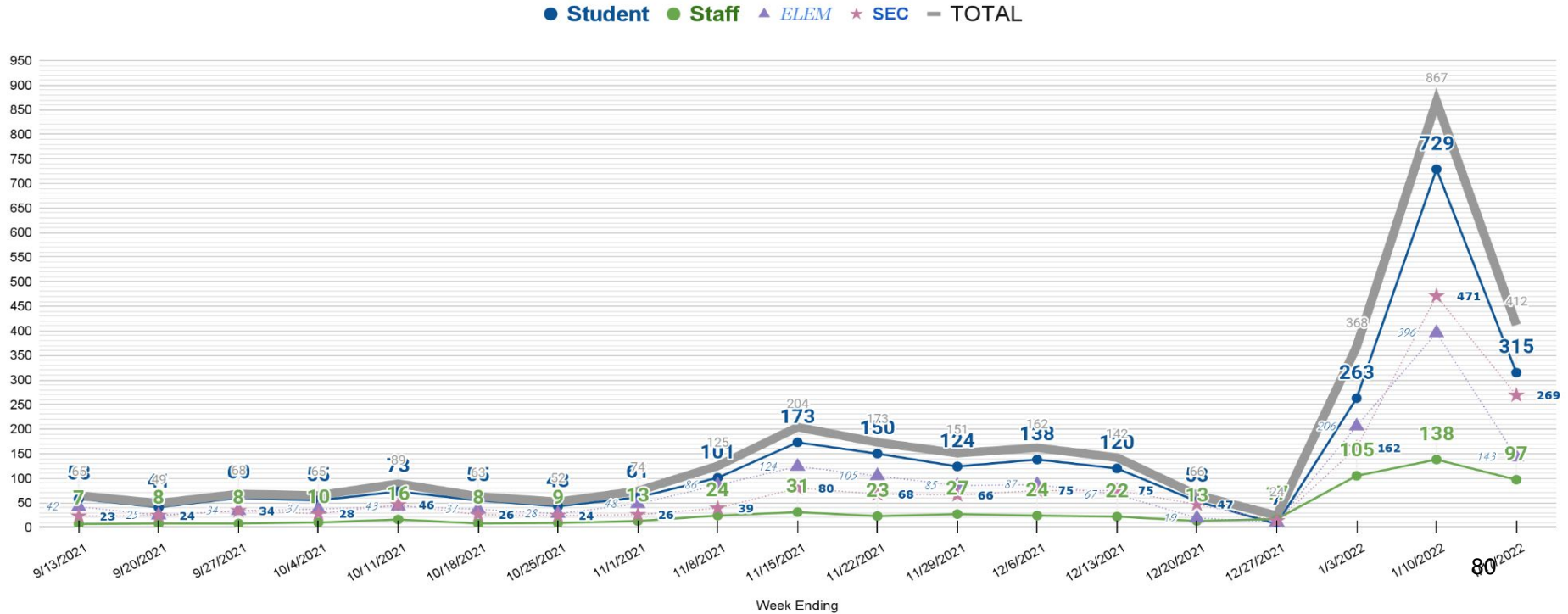
● ISD279 ● Hennepin CO ● Anoka CO



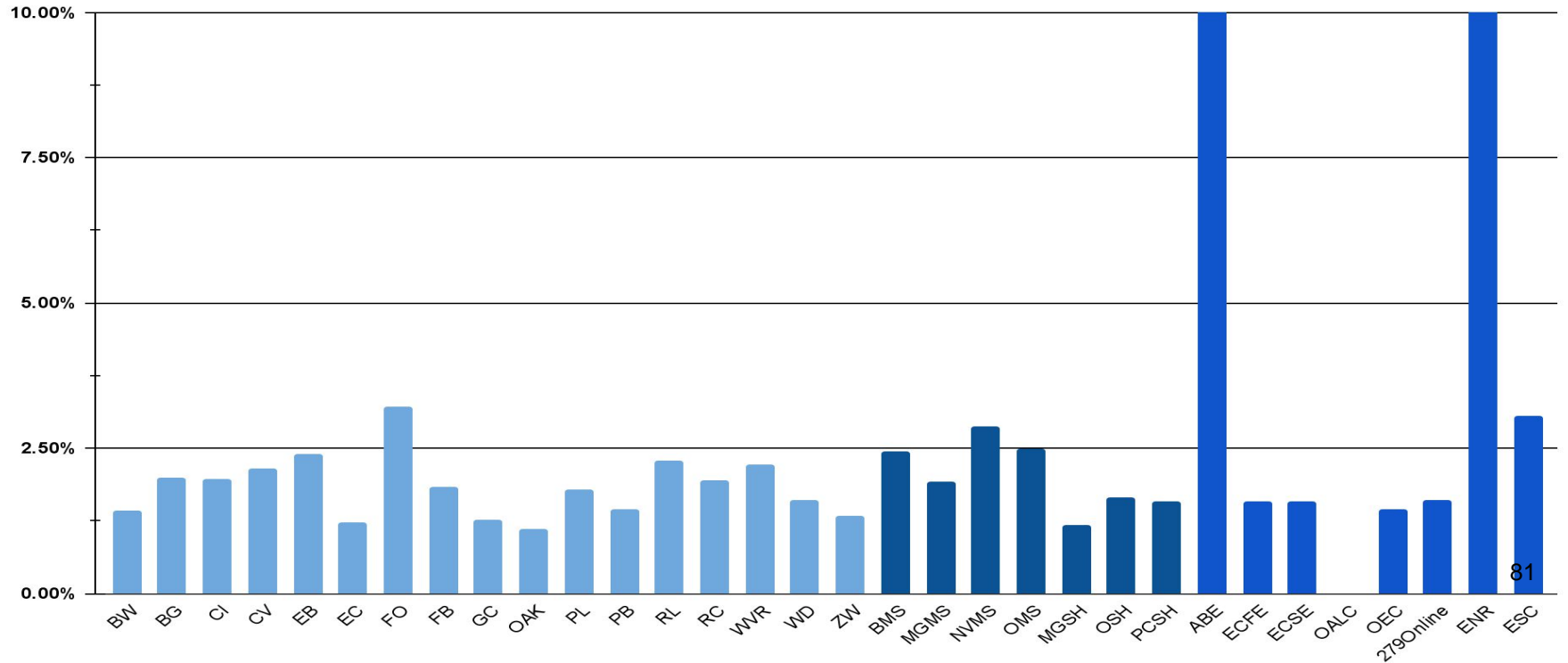
District resident cases per 100,000



Positive students and staff



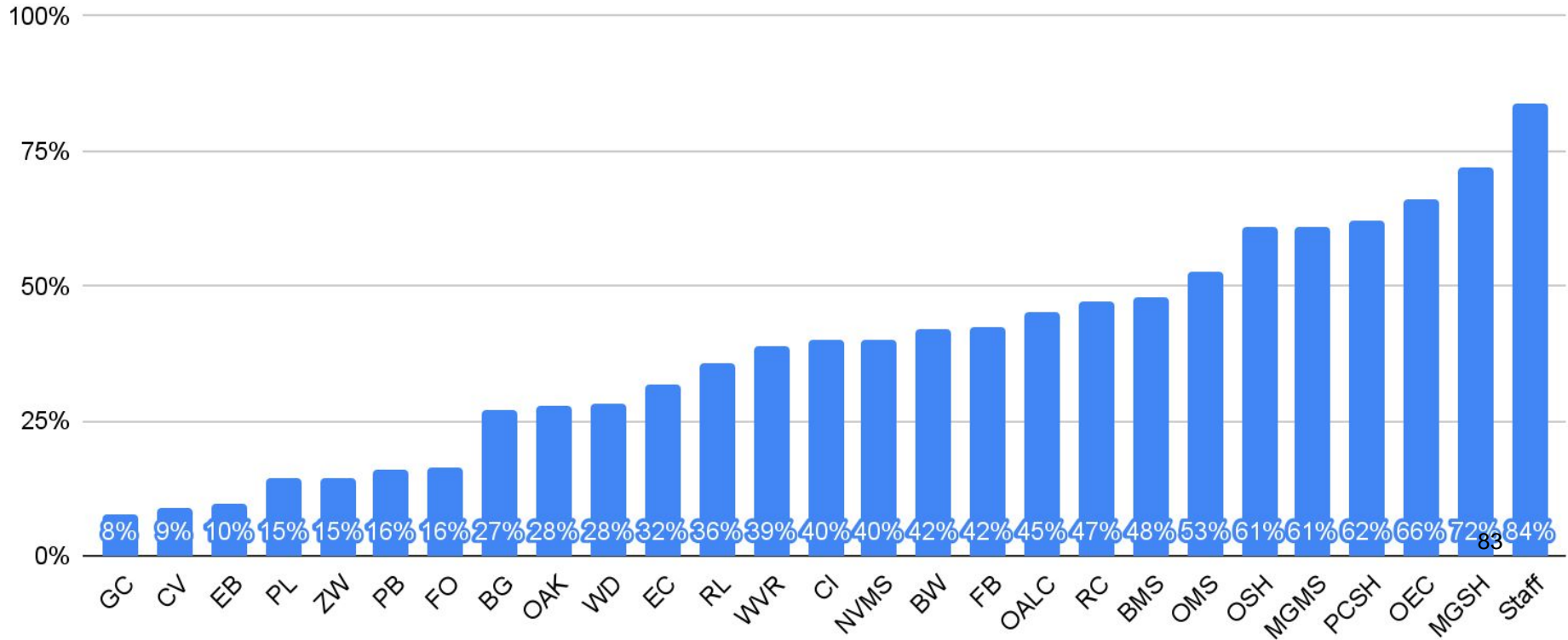
Weekly percent of students/staff positive or symptomatic



CDC Quarantine change

- 5 day quarantines for asymptomatic or mildly ill individuals
- Must be fever free for 24 hours without using fever reducing medication and symptoms have improved
- Must wear a well fitted mask through day 10
- Unvaccinated household close contacts can reduce their quarantine to 5 days from the last day of contact with the COVID+ person

Vaccination totals by site



Hennepin County vaccination clinics

- ▶ Wednesday, Jan.19 from 4:45-8:30 p.m. (all ages 5+, 12+ boosters)
 - Eden Prairie High School
 - 17185 Valley View Road, Eden Prairie, MN 55347
 - Pfizer vaccine
- ▶ Thursday, Jan. 20 from 1-6 p.m. (all ages 5+, 12+ boosters)
 - Brookdale Library Conference Room
 - 6125 Shingle Creek Parkway, Brooklyn Center, MN 55430
 - Pfizer vaccine
- ▶ Saturday, Jan. 22 from 2:30-6:30 p.m. (all ages 5+, 12+ boosters)
 - House of Dance
 - 7103 Ohms Lane, Edina, MN 55439
 - Pfizer vaccine
- ▶ Tuesday, Jan. 25 from 11-3 p.m. (all ages 5+, 12+ boosters)
 - City of Hanover Community Room
 - 11250 5th Street NE, Hanover, MN 55341
 - Pfizer vaccine

Rapid antigen testing



BD Veritor™ At-Home
COVID-19* Test

The first at-home COVID-19 rapid test kit to use a smartphone to interpret, deliver, and display results; no human interpretation needed; FDA Emergency Use Authorization



(New) Face covering/masks

- ▶ District ordered 9750 KN95 face masks for staff.
- ▶ Masks will be available to staff that wish to use them by end of this week.
- ▶ We will continue to work through supply chain challenges.





Stay home when you are sick!

Do you have one or more of these symptoms?

Fever of 100.4 degrees or higher



Fever

Difficulty or trouble breathing



Breathing

New cough or a cough that gets worse



Cough

New loss of taste or smell



Loss of Smell



If you answer "Yes" to at least one of the above symptoms:

- ▶ Please stay home when sick; DO NOT enter the school.
- ▶ Students and staff should contact the COVID Building Coordinator to report symptoms.
- ▶ Consider contacting your health care provider.
- ▶ Stay home for 10 days from the date of symptom onset.



Do you have two or more of these symptoms?



Sore throat



Nausea



Vomiting



Diarrhea



Chills



Muscle pain



Excessive fatigue (extreme tiredness)



New or severe headache



New nasal congestion or runny nose



If you answer "Yes" to at least two of the above symptoms:

- ▶ Please stay home when sick; DO NOT enter the school.
- ▶ Students and staff should contact the COVID Building Coordinator to report symptoms.
- ▶ Consider contacting your health care provider.
- ▶ Stay home for 10 days from the date of symptom onset.



Questions and comments

OSSEO AREA SCHOOLS

ISD  279

Osseo Area Schools 1 Yr Board Calendar *REVISED DRAFT*

Revised January 14, 2022

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

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

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

Osseo Area Schools						
DRAFT Proposed Board of Education January-June 2022 Agenda/Calendar						
	January	February	March	April	May	June
District Policy			<ul style="list-style-type: none"> Policy Committee Meeting (3/8) 		<ul style="list-style-type: none"> Policy Committee Meeting (5/10) 	
Operational Oversight	<p>Work Session:</p> <ul style="list-style-type: none"> Building a Better Future Update: Career Pathways (WS) - KP Enrollment Update - JM COVID Preparedness Plan Update - CM <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent’s Report - CM LTFM Bid Awards (RM/CA) - JM Contract ratifications (RM/AR) - LA Resolution on Masks/Face Coverings (RM) - CM Negotiations Strategy Meeting (SM/closed session) - JM/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> Monitoring Report E: LRF Budget Update (WS) - JM Monitoring Report E: FY 2022 Mid-Year Budget Update (WS & RM) -JM Concurrence with AIPEC/AI Budget Review (WS) Referendum planning: survey results CM/JM/KV <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent’s Report - CM FY23 Budget Adjustments (RM/AR) - JM LTFM Awards (RM/CA) -JM Contract ratifications (RM/AR) - LA Negotiations Strategy Meeting (SM/closed session) - JM/LA FY23 Capital Budget Approval (AR) - JM 	<p>Work Session:</p> <ul style="list-style-type: none"> District Communication Plan Update (WS) - KV District Class Size Update (WS) - DLTL Brooklyn Bridge Alliance Update Referendum planning: proposed resolution and communication plan CM/JM/KV <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent’s Report - CM Referendum planning: proposed resolution CM/JM/KV LTFM Awards (RM/CA) -JM Technology bid awards (RM/CA)-AP E-rate bid awards (RM/CA)-AP Contract ratifications (RM/AR) - LA 	<p>Work Session:</p> <ul style="list-style-type: none"> Monitoring Report C: Indian Education Programming Update (WS) School Board Code of Conduct (WS/RM) #DL4A Update (WS)-AP 279Online Update (WS)-AP <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent’s Report - CM District Planning Advisory Council (DPAC) (RM) Recommendations (RM) Insurance renewals (RM/AR)-JM Contract ratifications (RM/AR) - LA Negotiations Strategy Meeting (SM/closed session) - JM/LA 	<p>Work Session:</p> <ul style="list-style-type: none"> Building A Better Future Planning Update (WS) <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent’s Report - CM George Floyd Resolution Update (WS/RM) Termination of probationary teachers (RM/CA) Contract ratifications (RM/AR) Negotiations Strategy Meeting (SM/closed session) Radon Testing Memo (RM/CA) 	<p>Work Session:</p> <ul style="list-style-type: none"> Monitoring Report B/C: Equity Context Analysis Process Results (WS) Strategic Planning/Equity Oriented Strategic Planning Roadmap Update (WS & RM) 2022-23 Budget (WS & RM) - JM <p>Regular Meeting:</p> <ul style="list-style-type: none"> Superintendent’s Report - CM 2022-23 Budget (RM) - JM Legislative Update (WS/IO) - JM 10-Year LTFM Plan (RM/IO) - JM Negotiations Strategy Meeting (SM/closed session)

			<ul style="list-style-type: none"> • Negotiations Strategy Meeting (SM/closed session) JM/LA 			
Board Gov./ Self Gov.	<p>Annual Meeting:</p> <ul style="list-style-type: none"> • Election of board officers/annual meeting/board protocols review (AR) <p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) • Board Development Session - TBD 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> • Review of 2021-2022 priorities - TBD • Standing item: Board calendar review (15 min) • Board Development Session - TBD 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) 	<p>Work Session:</p> <ul style="list-style-type: none"> • Standing item: Board calendar review (15 min) • Board Development Session - TBD
Supt Relations						
Public Engagement		<ul style="list-style-type: none"> • Board Listening Session TBD 	<ul style="list-style-type: none"> • Monitoring Report D: Family & Comm Eng. (WS) 	<ul style="list-style-type: none"> • Board Listening Session TBD 		