OSSEO AREA SCHOOLS

ISD 279

Agenda Independent School District 279 School Board	Regular Business Meeting Educational Service Center - Forum Room 11200 93rd Ave N Maple Grove, MN 55369 Tuesday, January 10, 2023 6:30 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 Osseo School Board is being conducted the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/info-center/school-board (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:30 p.m. Welcome and purpose
   Board Chair
2. 6:35 p.m. Check in
   Cory McIntyre, Superintendent
3. 6:40 p.m. Building a Better Future Phase II Facility Needs and Recommendations 3
   A. Review of Prior Study Group Findings and Facility Needs 48
      John Morstad, Executive Director of Finance and Operations
   B. Community Education Facility Needs 84
      Brian Siverson-Hall, Executive Director of Community Engagement and Carrie Cabe, Assistant Director of Community Engagement
   C. Student Services Facility Needs 88
      Bryan Bass, Assistant Superintendent of Equity and Achievement; Robin Gunsolus, Director of Learning and Achievement; Kiersten Nicholson, Coordinator, English Learners; Kate Emmons, Director of Student Services
   D. Magnet School Programming Facility Needs 96
      Steve Flisk, Asst. Supt. Elem.; Isis Buchanan, Asst. Director., L&A; Duane Wardally, Director Ed. Equity; Principals: Ronald Salazar, Birch Grove; Kim Monette, Brooklyn Middle; Lena Christiansen, Weaver Lake; Adrain Pendelton, Zanewood
4. 8:30 p.m. 1-year Board Calendar Review 265
   Cory McIntyre, Superintendent
5. Adjournment

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Building a Better Future – Phase II Study Group Final Reports

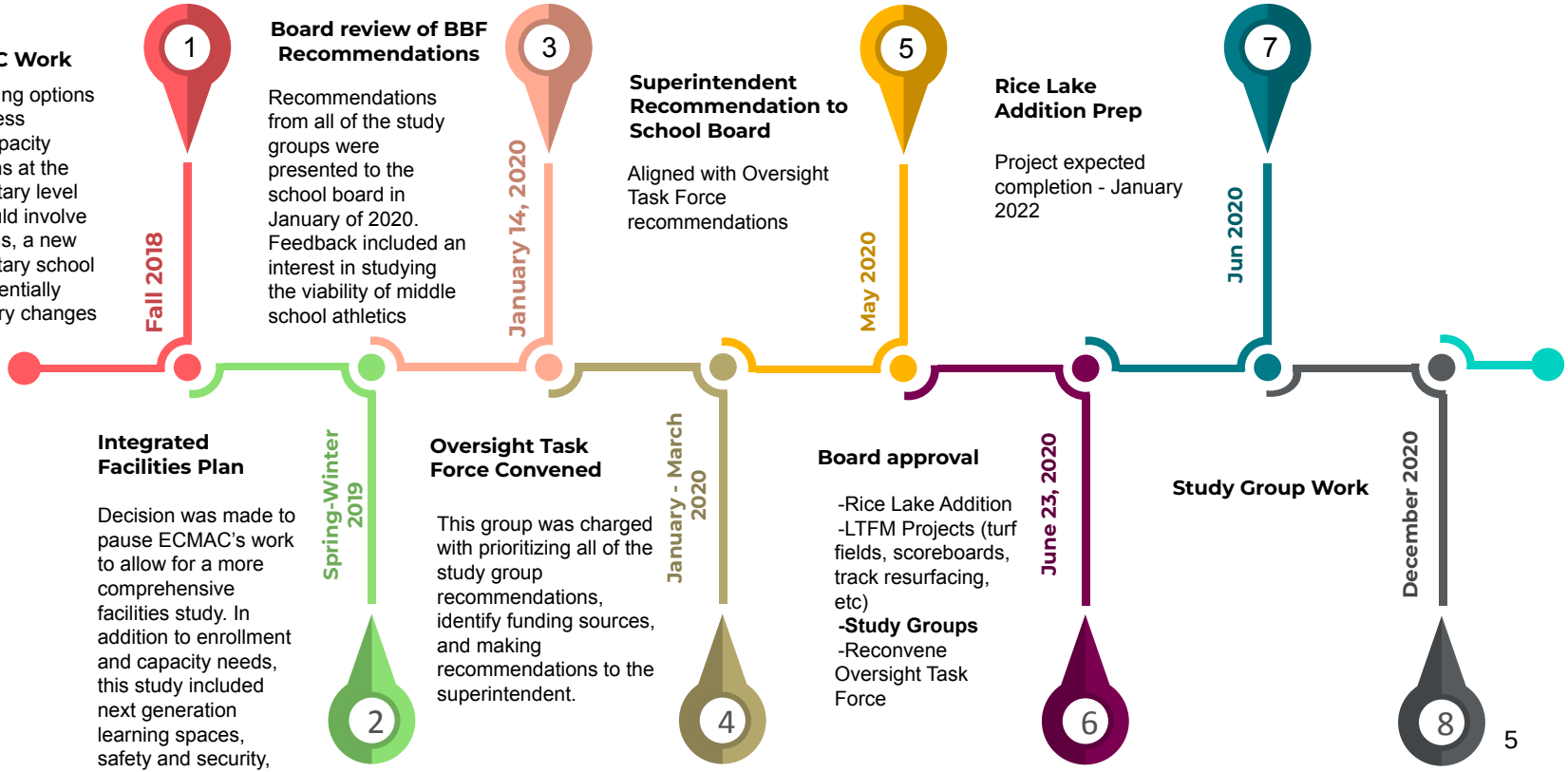
School Board Work Session

January 10, 2023

Outcome of Presentation

- Board members will be updated on the completion of work of the *Building a Better Future* study groups
- Board members will understand the district's updated phased approach to our comprehensive facility plan

Building a Better Future History 2018-2020



Building a Better Future

Building a Better Future Phase II Facilities Timeline (in addition to legally required activities)

1

BBF PII Update

Groups complete studies and make recommendations to Oversight Task Force

January 2023

2

Oversight Task Force

This group is charged with prioritizing all the study group recommendations, identify funding sources, and making recommendations to the superintendent

Jan-April '23

3

Initial Community Surveys

Survey of our residents to determine level of support for BBF recommendations and tax tolerance

Jan-April '23

4

Superintendent Recommendation to School Board

Aligned with Oversight Task Force recommendations

April '23

5

Board Authorization

School Board signals intent to authorize a referendum to fund BBF projects. Must authorize by August.

May 2023

6

Info campaign; site-level teams formed

District-level information campaign is underway; site leaders form levy teams before end of school year.

May/June 2023

7

Brushfire Survey

Brushfire survey to identify any unexpected obstacles and/or impact of issues that have arisen since previous survey. Adjust messaging to address findings.

Sept/Oct '23

8

Voting

Voting is underway; early voting begins approx. Sept 22.

November 7, 2023

Updated November 2022

Building Capacity

ECMAC

- Enrollment & Capacity Management Advisory Committee (ECMAC) meets 4-5 times each year to discuss enrollment and capacity issues for all buildings
- This group uses that information to generate recommendations to the Board for future changes
- Last year's final report is in the packet

Next Generation Learning Space Audits

Overview of Study Group

- **Purpose**: Meet at each site with Principals to understand how the Elementary/Secondary NGLS recommendations currently exist and to identify gaps.
- **Members**: Ron Meyer, Steve Flisk (elementary), Kelli Parpart (secondary), Dale Carlstrom, Wold Architects
- **Meeting Dates:** 12/16/20, 1/5/21, 2/2/21, 2/9/21, 2/26/21, 3/10/21, 4/16/21, 4/28/21, 5/4/21, 5/5/21

Progress of Work

- Identified need for further guidance on media center space criteria
- Solicited feedback from tech ESP's and library media specialist group to inform media center space criteria
- Met with NGLS groups (elementary and secondary) and gained consensus on media center space criteria
- Created rubric of scoring for walk-throughs that included each element of NGLS recommendations, including media centers

Final Report - NGLS

- Flexible student space in each building
- Media Center improvements at all levels
- Refer to Furniture study group for options to improve learning options for all classrooms

Furniture Standards

Overview of Study Group

- **Purpose:** Build a foundation for the school district's commitments and expectations that will guide the implementation of a flexible furniture program to support next generation learning
- **Members:** Bart Becker, Diana Bledsoe, Dale Carlstrom, Brian Chance, Steve Flisk, Joshua Fuchs, Robin Gunsolus, Kristen Hauge, BJ Irmiter, Jill Kind, Bill Kuendig, Michael Lehan, Heather Miller-Cink, Kim Monette, Kelli Parpart, Adrain Pendleton, Anne Ramsey, Steve Schwartz, Patrick Smith, Sara Vernig, Jeremy Willey, Lynae Schoen (Wold), Ron Meyer
- **Meeting Dates:** Met in 2021 and completed study

Progress of Work

- Reviewed Next Generation Learning Space recommendations related to furniture
- Reviewed media center criteria related to furniture
- Small group conversation related to value statements around furniture
- Sought consensus of draft commitment statement recommendations

Final Report - Furniture

- Pilot furniture options at Rice Lake for elementary
- Survey students and building leaders for feedback
- Create a comprehensive furniture guide with established standards for timely and cost-effective purchasing

Career/Tech Ed (CTE) Programming

Overview of Study Group

- **Purpose:** Determine District 279 Career/Tech Ed programming for each comprehensive high school and the OALC to determine space/facility needs to accommodate that programming
- **Members:** Bart Becker, Godfrey Edaferierhi, Robin Gunsolus, Jill Kind, Kristen Hauge, Heather Miller-Cink, Kelli Parpart, Kim Riesgraf, Sara Vernig
- **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; 1/18/22 (Board presentation); 1/21/2022; (site visits: 2/1/2022; 2/3/2022; 2/7/2022); 2/18/2022; 3/11/2022; 3/23/22; 4/7/22

Progress of Work

- **Updates:**
  - On January 18th, 2022, the School Board approved the CTE Programming Work Group's nine proposed specialty strands for the three comprehensive high schools:

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

Final Report - CTE

- Collaborate with Wold Architects and district staff to identify facility specifications for each comprehensive high school to implement the CTE program of study effectively
- Collaborate with L & A, principals, and CTE teachers to create new courses in the specialty strands

Community Education Facility Needs

Overview of Study Group

- **Purpose:** Determine space needs for Community Education programs as well as internal and external use of school facilities needs.
- **Members:** Community Education Director, Assistant Director, and all Community Education Program Coordinators
- **Meeting Dates:** Survey distributed to community education leadership team to gather feedback and then met together periodically since March to update/review.

Progress of Work

- **Updates:**
  - Agreed upon most requested space needs for Community Education programs
  - Discovered areas where we have specific programmatic space/access needs as well as scheduling needs or limitations.
  - Broke down requests by program area as well as community access and examined where those intersect or conflict with each other at times.

Progress of Work (con't.)

- **ECFE:**

  Add spaces for programming on the east side of our district that are sized correctly and age appropriate for learners and their needs. Have additional office space and adult learning space to support staff and parent programming.

- **ABE:**

  Have access to large space for speakers and evening classes (for up to 200 people) as well as 5 additional classrooms across our system.

- **Facilities:**

  In keeping with supporting policy 902- Community use of facilities; we looked at spaces that are often in high demand and used often. There are internal and external requests for stages, auditoriums, forum/community rooms, gyms, and classrooms.

Progress of Work (con't.)

- **Out of School Time (OST):**

  Scheduling access would be similar at all sites so programs have access to what they need during times it is needed.

- **Enrichment (Adult/Youth):**

  Access to speciality rooms for cooking, art, etc. at varying times of the day to support adult and youth enrichment learning. Wider variety of spaces would add more programming for community to engage in.

- **Kidstop/Four Star Express:**

  Dedicated shared space at each location that includes office space, storage space, and programming space. This space would be used during the day for K-5 academic pull out needs, as well as a space for Kidstop to work as needed.

  Each building with Four Star would have a dedicated classroom with bathroom access as well.

Final Report - Community Ed

- Collaborate with other groups that are meeting to ensure spaces are maximized throughout entire day and week
- Potential things to explore
  - Building/s completely dedicated to CE programming
  - Early learning spaces and access
  - Community input on space access/needs

Specialized Services Facility Needs

Overview of Study Group

- Purpose:
  - Determine District 279 specialized services facility needs for each site and determine space/facility needs to accommodate that programming.
- Members:
  - Michael Lehan, Bryan Bass, Robin Gunsolus, Kate Emmons, Jill Lesné, Kiersten Nicholson, Tammi Provart
- Meeting Dates: 2/2/2021, 2/9/2021, 2/19/2021, 3/4/2021, 4/22/2021, 4/30/2021, 1/28/22, 2/14/22

*Team members also held subcommittee meetings and interacted digitally weekly

Progress of Work

- Updates:
  - Collected input from students and staff working with each program regarding what is working well currently regarding space and programming and what changes would be beneficial.
  - Developed a vision for the delivery method of each program; identified the space and facility needs connected to each delivery method.
  - Determined how each specialized program is and will be represented at sites: locations, instructional spaces, specialized space and/or equipment needs.
  - Met with Wold Architects to try to quantify space and amenity needs to support specialized services programming at sites.

Universal Final Recommendations

- All classrooms have furniture that is flexible, designed to support a variety of instructional groupings, and meets the accessibility and movement preferences of scholars
- Collaborative/small group instructional spaces are located within classroom clusters, especially at the elementary level, to support the delivery of specialized services programming
- Staff members have dedicated work spaces with access to necessary technology and resources

Universal Final Recommendations

- Facilities are designed to support effective co-teaching
  - technology access for multiple teaching and small group learning stations (i.e. multiple writing and projection stations, etc.)
  - sound design: amplification and/or reduction as needed
  - adequate space and sight lines for instructional groupings
  - sensory supports, full-spectrum lighting and dimmers
- Priority given to dedicated specialized services programming space and facility needs at each site.

Final Recommendations - Student Services

- Dedicated spaces at each site to support individualized programming, staff, community-based providers, and storage of resources
  - Classrooms function as flexible instructional spaces for multi-grade level instructional support
  - Classrooms that support co-teaching and push-in programming

Final Recommendations - TAG

Programming needs:

- Classroom spaces to accommodate push in lessons
- Dedicated spaces at each site that may be used to conduct small groups and whole class size groups

Final Recommendations - Title I

Programming needs:

- Classroom spaces to accommodate push in lessons
- Dedicated spaces at each site that may be used to conduct small groups, spaces may be in same classroom

Final Recommendations - Multilingual Programming

- Dedicated spaces at each site to support programming, staff, and storage of resources
  - technology infrastructure, flexible furniture, sound design
- Classrooms that support co-teaching and push-in programming
  - Audit of co-teaching classroom spaces needed
- School and classroom environments that prioritize multilingualism and multilingual communication

Magnet School Facility Needs

Overview of Study Group

- **Purpose:** Evaluate opportunities for current and potential future magnet school programming and facilities needs, including a STEAM High School as part of CITA.
- **Members:** Lena Christiansen, Godfrey Edaferierhi. Stephen Flisk, Robin Gunsolus, Jill Kind, Michael Lehan, Bryan Bass, Isis Buchanan, Duane Wardally, Heather Miller-Cink, Kim Monette, Kelli Parpart, Kim Riesgraf, Ronald Salazar, Sara Vernig
- **Meeting Dates:** 1/15/21, 2/24/21, 3/1/21, 3/16/21, 3/23/21, 4/7/21, 4/20/21, 5/6/21, 5/13/21, 5/25/21, 6/17/21, 11/8/21, 1/19/22, 2/16/22, 3/16/22, 4/6/22, 4/20/22, 5/20/22, 12/6/22, 1/5/23

Progress of Work

- Identified facility needs/assumptions for Birch Grove, Brooklyn Middle, Weaver Lake and Zanewood to support current magnet school programming in collaboration with WOLD architects and district facility team
- Collaborated with community relations staff to enhance future marketing of Osseo magnet schools
- Explored language immersion programming options through a future space and enrollment capacity lens

Final Recommendations Magnet

- Establishment of an improved district coordination and oversight of magnet schools/programming partnership between L&A and DOEE (Learning Work)
- Recommend a task force for the further exploration, planning and potential development of a language immersion pathway
- Recommend moving identified facility improvements to the Oversight Task Force for consideration/prioritization

Birch Grove Elementary School for the Arts

- Dedicated Stage with appropriate sound / lighting and acoustic updates for gym
- Dedicated Storage for Props and Stage Support
- Dedicated General Music room
- Dedicated Drama/Black Box Theater appropriate for small performances and small audiences (double classroom): Needs Updates
- Dedicated 2D/3D Visual Arts Room (double classroom): Needs Updates
- Dedicated Band/Orchestra Lab
- Dedicated Orchestra Storage with humidification
- Music/Keyboard Room (General Classroom) with acoustic provisions
- Learning on Display: Visual Connections
- General Acoustic Separation for all
- Updated Intentional Outdoor Learning Lab: Enhancements

Brooklyn Middle STEAM School

- NEED Dedicated Maker Lab
- NEED Dedicated recording and performing space (reclaim stage add on fitness lab?)
- Dedicated Project Lead the Way/Engineering Lab
- Dedicated Multi-Purpose Lab
- Visibility of STEAM Programming at the front door and throughout the building
- Project based learning areas
- Gallery Spaces for Projects
- Dedicated small group and large group collaboration areas
- Science Labs need updating
- Art Labs need updating
- Need Storage to support all of the space on the list

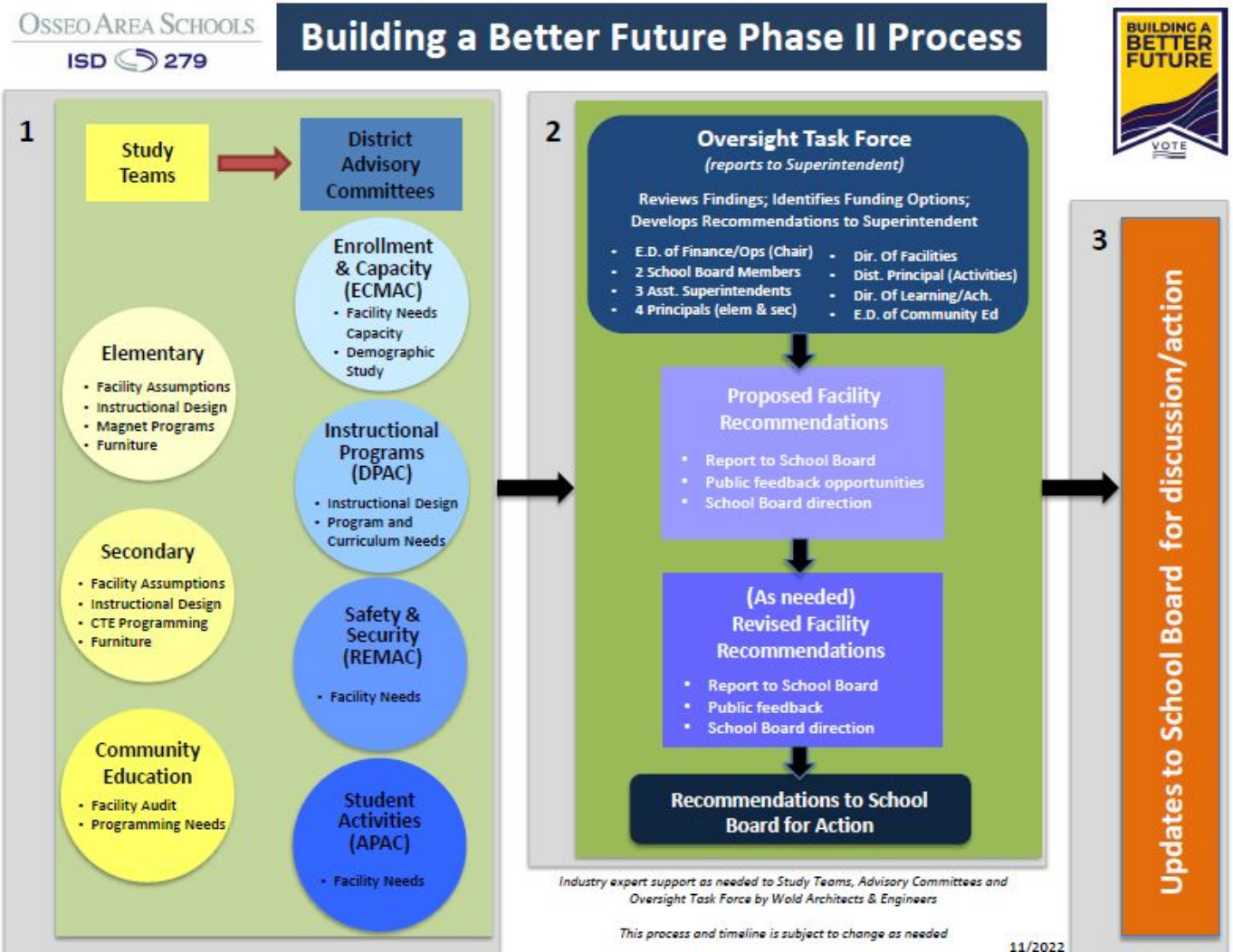
Weaver Lake Elementary School: Science, Math and Technology

- Dedicated Science Lab: Needs Updates
- Dedicated Engineering Lab: Needs Updates
- Dedicated Maker Lab: Needs Updates
- Dedicated Tech Lab for Magnet Program Computers: Needs Update
- Flexible Furniture (Work Surfaces for projects): STEM Furniture
- Dedicated Storage for materials and projects: STEM Curriculum
- Learning on Display: Visual connections from STEM labs to hallways
- Space for tools and access to power (ceiling reels)
- Updated Intentional Outdoor Learning Lab: Enhancements
- Magnet School program paired with Connect Program
- Dedicated Storage for Magnet Tools and Resources

Zanewood Community School: STEAM

- Dedicated Art Lab
- Dedicated Maker Lab
- Dedicated Engineering Suite: Needs Enhancements
- Dedicated Storage for STEAM projects/tools/materials
- Flexible Furniture (Work surfaces for projects)
- Learning on Display; Currently located near a main entrance to the building and on Display
- Updated Intentional Outdoor Learning Labs: Enhancements
- Curriculum Coordinator Office
- CO Lab: Dedicated space for the STEAM team meetings (15-18 Staff)
- General: Signature to “Scream Our Theme”

BBF Next Steps


Osseo Area Schools
ISD 279
Building a Better Future Phase II Process
BUILDING A BETTER FUTURE
VOTE
1
Study Teams
District Advisory Committees
Enrollment & Capacity (ECMAC)
• Facility Needs Capacity
• Demographic Study
Elementary
• Facility Assumptions
• Instructional Design
• Magnet Programs
• Furniture
Instructional Programs (DPAC)
• Instructional Design
• Program and Curriculum Needs
Secondary
• Facility Assumptions
• Instructional Design
• CTE Programming
• Furniture
Safety & Security (REMAC)
• Facility Needs
Community Education
• Facility Audit
• Programming Needs
Student Activities (APAC)
• Facility Needs
2
Oversight Task Force
(reports to Superintendent)
Reviews Findings; Identifies Funding Options; Develops Recommendations to Superintendent
• E.D. of Finance/Ops (Chair)
• 2 School Board Members
• 3 Asst. Superintendents
• 4 Principals (elem & sec)
• Dir. Of Facilities
• Dist. Principal (Activities)
• Dir. Of Learning/Ach.
• E.D. of Community Ed
Proposed Facility Recommendations
• Report to School Board
• Public feedback opportunities
• School Board direction
(As needed) Revised Facility Recommendations
• Report to School Board
• Public feedback
• School Board direction
Recommendations to School Board for Action
3
Updates to School Board for discussion/action
Industry expert support as needed to Study Teams, Advisory Committees and Oversight Task Force by Wold Architects & Engineers
This process and timeline is subject to change as needed
11/2022

Oversight Task Force

- Oversight Task Force will meet starting in late January to:
  - Prioritize facilities recommendations
  - Analyze different funding sources for each project
  - Incorporate survey results in potential recommendation
  - Make a recommendation to the Superintendent
- Superintendent Recommendation to School Board
  - Goal is April 2023
- School Board determines next steps

Questions?

Enrollment and Capacity Management Advisory Committee (ECMAC)

2021-2022 Year-End Summary

Overview

The Enrollment and Capacity Management Advisory Committee (ECMAC) met five times during the 2021-2022 school year to continue to work on making observations and recommendations about enrollment and capacity related items. Because of the continued pandemic, the ECMAC group met virtually for each of the five meetings. This document is intended to summarize the work that occurred during this year, as well as to articulate the observations that were made, and any recommendations submitted to the superintendent for further consideration.

Purpose

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

Guiding Principles

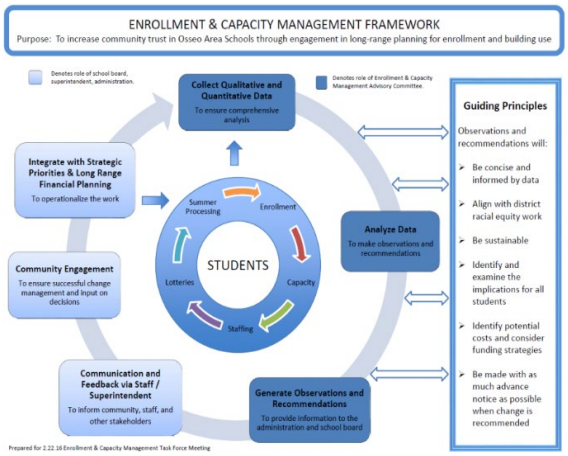
Observations and recommendations from ECMAC will:

- Be concise and informed by data
- Align with district racial equity work
- Be sustainable
- Identify and examine the implications for all students
- Identify potential costs and consider funding strategies
- Be made with as much advance notice as possible when change is recommended

ECMAC Background

With the intent of increasing transparency and communication between Osseo Area Schools and the communities it serves, a task force of parents/guardians, school district staff, and community members, was assembled in 2016 to create a framework to identify, analyze, and communicate issues related to enrollment and facility management and use.

After an 18-month study of the elements that affect facility use, the task force recommended the district adopt the framework illustrated in the figure to the right as well as in Appendix A.



Integral elements of the framework are:

- the establishment of an Enrollment and Capacity Management Advisory Committee (ECMAC) to study facility management and report observations and recommendations to administration.
- The creation of "Guiding Principles" upon which ECMAC would rely. The district adopted the framework in the spring of 2016 and the first ECMAC meeting was held on August 22, 2016.

In 2020, ECMAC moved from a final Summary of Progress (SOP) document to a "Year-End Summary" to summarize the work. This included any observations and recommendations that emerged from ECMAC's work to study enrollment management and building use.

In the spring of 2021, ECMAC approved the year-end summary that highlighted the work from the year as well as summarized the recommendations that were made related to enrollment and capacity, including the following:

- Have staff continue to determine and evaluate the impact and implications of the COVID-19 pandemic on enrollment at the elementary, middle, and senior high levels.
- Have staff continue to determine and evaluate the enrollment and capacity-related impact and implications of 279Online, our new comprehensive K-12 online school.
- Have staff continue to work with the City of Maple Grove to better understand the timing of the future housing developments, specifically the new Evanswood development in NW Maple Grove in the attendance area served by:
    - Fernbrook Elementary
    - Osseo Middle School
    - Maple Grove Senior High
- Have staff identify potential options to address under-capacity conditions in schools across the district, particularly at the following schools:
    - Crest View Elementary
    - Fair Oaks Elementary
    - North View Middle
- Have staff reassess the previous recommendation from ECMAC to address over-capacity conditions at:
    - Fernbrook Elementary
    - Maple Grove Senior (classroom and cafeteria space)
    - Osseo Senior (cafeteria space)
    - Park Center Senior (media center space)

ECMAC's findings and recommendations to address over-capacity and under-capacity conditions in the district were presented to Superintendent Cory McIntyre and the school board at the work session on May 11, 2021. Additionally, the information was provided to the Oversight Task Force as part of the Building a Better Future, Phase II process to determine comprehensive facility needs and recommendations.

ECMAC 2021-2022 Review

Throughout the 2021-2022 school year, ECMAC conducted five virtual meetings. This year's membership included a diverse group of 26 community members, 12 staff members, 3 school board members (one school board member served on the committee for the entire year, and two other board members split time during the year) and an industry expert from Wold Architects (Appendix B).

Throughout the course of the meetings, members analyzed enrollment and capacity data. Prior to the 2021-2022 school year, elementary and secondary assumptions (Appendix C) had been affirmed by the district's teaching and learning team in conjunction with building leadership. These assumptions were applied to each building to determine overall capacity. In addition, a standard calculation using "targeted class sizes," which is the same method used in the staffing allocation, was determined for all capacity calculations (Appendix D).

The data ECMAC uses to determine which schools are over or under capacity is based on November 1 enrollment of each year. Due to a delay in presenting enrollment data to the School Board, we are able to recalculate based on January 1 enrollment data for the current year. ECMAC reviewed several sets of data, including enrollment variance from year to year, enrollment variance from projections, enrollment versus capacity, and MDE recommendations for core space capacity based on enrollment (Appendix E).

ECMAC Observations

The data analysis process resulted in a number of observations and findings. Generally, enrollment increased, predominately at the elementary grades, due to the return of students who sought other options during the pandemic. Kindergarten enrollment partially recovered from the previous year decline of 13%, increasing by almost 6% for 2021-22. Enrollment overall in the district decreased by 0.1% over the 2020-21 school year,and was -1.2% under enrollment projections.

At the elementary level, overall enrollment was -5.8% below projections. The sites with the largest decrease from projections were:

- Garden City (-21.5%)
- Rice Lake (-14.6%)
- Birch Grove (-13.0%)
- Zanewood (-11.7%)
- Basswood (-10.5%)

Fernbrook (4.7%) and Rush Creek (2.1%) were the only two elementary schools that were above the enrollment projection, though they remain below the capacity of their buildings. Capacity at Rice Lake increased from 609 to 790 with the completion of the new addition in March of 2022.

At the middle level, all four schools were under projections:

- North View Middle (-23.6%)
- Brooklyn Middle (-4.4%)
- Osseo Middle (-0.8%)
- Maple Grove Middle (-0.4%)

With the current enrollment data, none of the middle school buildings are over capacity for the current school year. A concern is that North View Middle is currently operating at only 36% of building capacity.

At the senior high level, all three schools were under projections:

- Park Center Senior (-10.5%)
- Maple Grove Senior (-4.3%)
- Osseo Senior (-1.2%)

At the January 31, 2022 ECMAC meeting, the group considered data related to the 5-year projections that were made based on the current year enrollment information. The trajectory of these projections show a recovery from enrollment during the pandemic, but also shows a significant projected decline in the incoming Kindergarten class for FY 2026, due to the dramatic decrease in births in Hennepin County in 2020. Birth rates in 2020 were the lowest the county has seen in almost 50 years, due to the pandemic.

At the elementary level, the 5-year enrollment projections show that all of the schools, with the exception of Fernbrook Elementary, are below the targeted class size capacity calculation (for information on target class size capacity calculation, see Appendix D). Fernbrook is projected to be 114 students or 11.9% over capacity, due to the anticipated residential growth within their current boundaries. The cafeteria space at Fernbrook is also projected to be over capacity.

At the middle school level, three of the schools are projected to be below their respective capacities in 5 years. Osseo Middle is projected to be 47 students or 3.7% over capacity. North View Middle is projected to have the greatest amount of space, as they are projected to be 692 students, or 55.1%, below their capacity calculation. All four middle schools are projected to increase in enrollment over the 5-year period.

At the senior high level, Maple Grove Senior is currently over capacity by 103 students and is projected to be 220 students or 10.1% over capacity by FY 2027. Park Center Senior is over the recommended enrollment for their media center space, and both Osseo Senior and Maple Grove Senior are projected to be over capacity for cafeteria space in the 5-year projection.

Other Considerations

In addition to the current and projected enrollment data, ECMAC also made observations regarding two areas, the 279Online program, and the growth in the northwest portion of the district. 2021-22 is the first year of our 279Online option. Enrollment was 843 total students, with 343 in elementary, 208 in middle school, and 292 in high school.

At the Janaury 31, 2022, ECMAC meeting, Assistant Superintendent Dr. Bryan Bass and Executive Director of Technology Anthony Padrnos gave an update on the status of 279Online and the opportunities for the future. Because of the strategic importance of 279Online, capacity will be retained at up to 1,450 students for the next school year, as program capacity will continue to expand and efforts to market the program to a broader audience will be implemented. Because we only have one year of enrollment data, it is difficult to predict the impact 279Online will have on capacity calculations at each level of the district.

The second item that was presented to ECMAC at the Janaury 31, 2022, meeting is the new residential housing projects in northwest Maple Grove, Corcoran, and Rogers. This includes the Evanswood project adjacent to our Troy Lane property, as well as other developments in the area. Development projects that are either in the application, approved, or under construction phases total almost 3,000 new housing units in the area. This could result in 400-600 new students into the northwest area in the next five years. Enrollment projections that include this anticipated student growth as a result of known developments are included in Appendix D.

The opening of the Dayton Parkway interchange as well as the planned development of the Hwy 610 addtition, estimated to begin in 2023, will provide two main arteries to access this area and are expected to spur more growth. It is important to note that, in addition to the known development opportunities already accounted for, there are still over 1,000 acres of land in that area that is prime for future development, much of which is already owned by some of the large development corporations. We are already seeing new applications submitted since the January meeting. This has the potential to add an additional 400-600 students that have not been accounted for in the current five-year forecast.

ECMAC Recommendation(s)

After extensive analysis, based on the uncertainty around the long-term impact on enrollment from the pandemic, the creation of 279Online, and the housing developments in the NW Maple Grove area, ECMAC is making the following recommendations, in no order:

- **Over-Capacity Conditions**
  - At the elementary level, ECMAC recommended two options for consideration by district administration:
    - A new elementary school in the NW Maple Grove area
    - Consider both short-term and long-term solutions to manage over-capacity issues
    - Consider boundary changes to balance capacity
  - At the secondary level, ECMAC recommended the following options for consideration by district administration:
    - An addition to Maple Grove Senior High to address enrollment capacity
    - An increase in capacity for media center spaces at all three comprehensive senior high schools (Maple Grove, Osseo, and Park Center).
    - An increase in capacity of the cafeteria spaces at Maple Grove Senior and Osseo Senior
    - Consider boundary changes to balance capacity

- **Under-Capacity Conditions**
  - At the elementary level, ECMAC recommended two options for consideration by district administration:
    - Consider repurposing an existing elementary school to provide for other community needs
    - Consider boundary changes to balance capacity
  - At the secondary level, ECMAC recommended the following two options for consideration by district administration:
    - Consider boundary changes to balance capacity
    - Have staff identify potential options for repurposing programs to better utilize the available space
- Have staff continue to determine and evaluate the enrollment and capacity-related impact and implications of 279Online, our comprehensive K-12 online school.

Next steps

ECMAC's recommendations will be presented to Superintendent McIntyre and the School Board on April 26, 2022. They will use this information to help guide future decisions around enrollment and capacity throughout the district.

During the summer of 2022, district staff will continue to monitor the impact of the pandemic, 279Online, and development in the northwest area of the district on enrollment at each of our school buildings. When ECMAC resumes for the 2022-23 school year, members will consider the potential impact of these factors related to enrollment and capacity at each of our school sites.

Contributions of ECMAC members

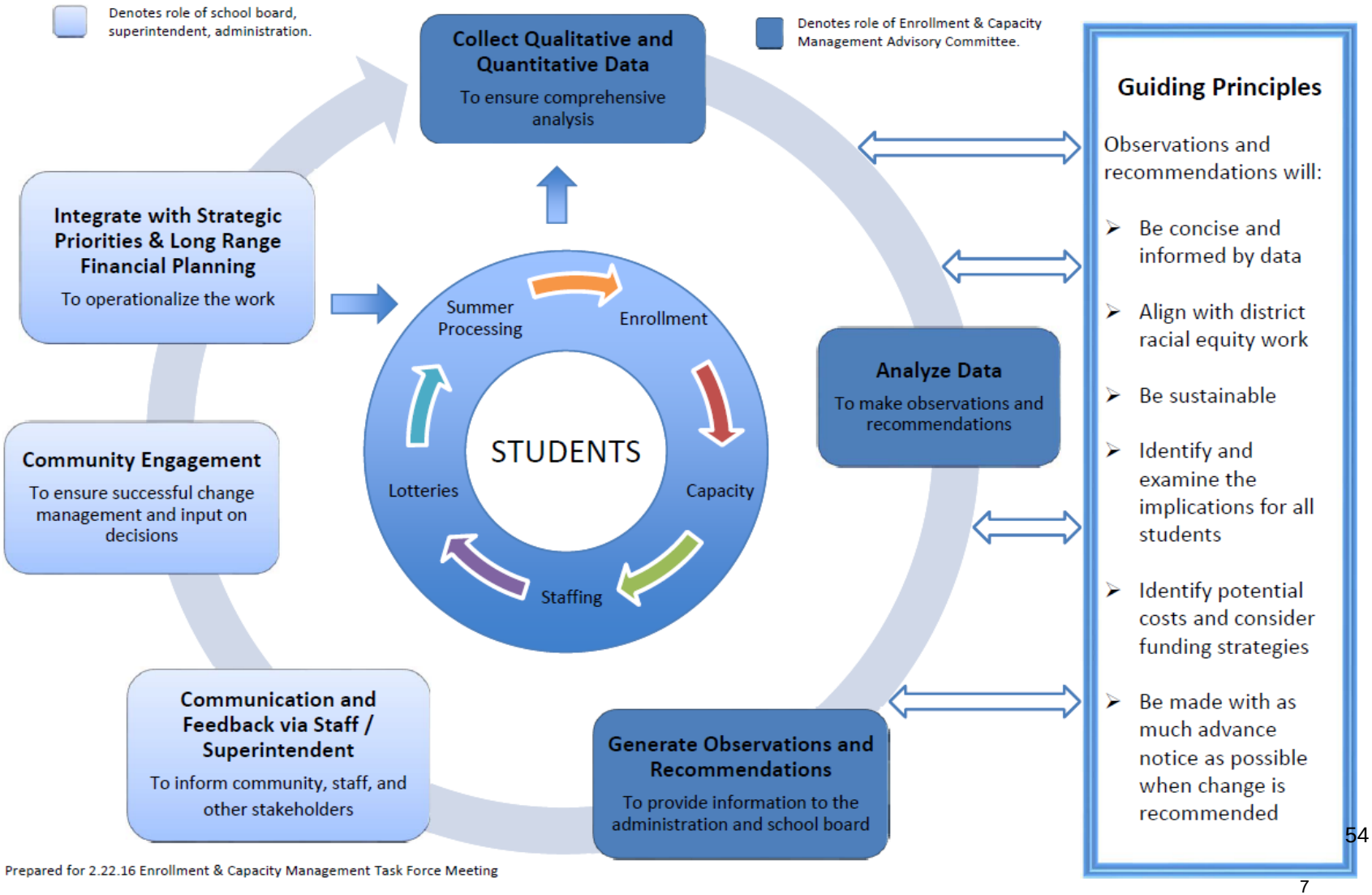
In 2021-22, ECMAC members participated in:

1. Five large group, virtual meetings with over 400 collective hours; and
2. Multiple planning and preparation meetings with well over 75 collective hours.

The Enrollment and Capacity Management framework creates an intentional space to involve community voice in district processes that shape decision-making and communication regarding enrollment and capacity management.

ENROLLMENT & CAPACITY MANAGEMENT FRAMEWORK

Purpose: To increase community trust in Osseo Area Schools through engagement in long-range planning for enrollment and building use



Prepared for 2.22.16 Enrollment & Capacity Management Task Force Meeting

Appendix B

2021-22 Enrollment and Capacity Management Advisory Committee

Community Members

Naveen Aggarwal
Tonya Allen
Linette Allison
Isolise Barnes
Jennifer Beach
Angel Becker
Tyisha Brown
Victoria Chambers
Sara Cokl
Bernadette Foh
Erica Foster
Jodi George
Lerea Graham
Rachelle Johnson
Kathryn Kaminsky
Todd Lewis
Jennifer McConnell
Jason Olson
Fatuma Peterson
Alicia Pierskalla
Olivia Pizinger
Kelly Roehl
Libby Schmitz
Amanda Sprenzel
Kevin Wege
Kristi Twedt

Staff

Carrie Cabe
Dale Carlstrom
Kate Emmons
Steve Flisk
Jim Greeley
BJ Irmiter
Nick Martini
Robin Moe
John Morstad
Troy Schreifels
Kay Villella
Kelly Wilson

School Board

Jackie Mosqueda-Jones (1/2 year)
Kelsey Dawson Walton (1/2 year)
Tanya Simons

Industry Expert

Lynae Schoen, Wold Architects & Engineers

Elementary Assumptions: Assumptions to be used for elementary target capacity analysis.

In addition to appropriate grade-level classrooms, all elementary schools need the following spaces:

<table>
<tr>
<td>Student Cafeteria
Kitchen
Staff Cafeteria
Administrative Offices
Staff Offices</td>
<td rowspan="4">Special Education
● Resource: 2 classrooms per school depending on # of student identified
● Self-contained classroom space: keep existing space allotments for center-based special education classroom programs, including Connect, Skills, Strategies, DHH and motor rooms</td>
<td>Music Room: 1-2 rooms depending on student enrollment see note</td>
<td rowspan="3">Academic Support Services
● Academic Intervention: up to 1 room
● Talent Development Academic Challenge and Gifted (TAG): up to 1 room depending on # students identified
● Title 1: 1 classroom (CV, FO, GC, PL, PB, ZW)
● English Learner (EL): 1-2 rooms depending on # EL identified</td>
</tr>
<tr>
<td>Media Center</td>
<td>Pre-kindergarten 4-year old programming: 2 classrooms per school see note</td>
</tr>
<tr>
<td>Custodial (storage, supply room, receiving area)</td>
<td>1 Band/Orchestra Room</td>
</tr>
<tr>
<td>Gymnasium and equipment storage</td>
<td>Technology Lab: 1 per school</td>
<td>2 Unassigned flexible space to accommodate site-based needs
● Enrollment growth
● PTO/Volunteer use
● Intervention spaces
● D/APE teaching space
● Calming room/sensory space, motor room
● Other support space</td>
</tr>
</table>

Notes:

- Kindergarten and pre-kindergarten rooms are not equivalently sized district-wide
- No dedicated space district-wide for art (except Birch Grove Magnet)
- Kidstop program needs dedicated storage and home-based office space (assuming access to some classrooms for after-school programming
- More than 1 music room is needed at BW, EB, EC, FB, RL, RC, WVR, WD
- Additional PreK depending on space. Currently CI, EB, OAK have 3 PreK classrooms

Secondary Assumptions: Assumptions to be used for secondary target capacity analysis

In addition to appropriate content-specific classrooms, all secondary schools need the following spaces:
(Spaces listed are needed for all district secondary schools unless otherwise noted)

Cafeteria/Kitchen Staff Lunchroom	Custodial (storage, supply room, receiving area)	Administrative Offices Staff Offices	Space for school-specific needs (ex: school store, food pantry)
Art facilities	EL* classroom space	Science labs	Health Services (nurses office)
Media Center & Computer Lab High School: Career Resource Center	Storage (student records, curriculum storage, project-based learning materials)	Conference Rooms Copy Room Display cases	High Schools: Auditoriums (dressing rooms, scene shop)
Career Technical Education (technology & engineering labs, FACS**, woodworking, PLTW***)	Collaborative Work Space (collaborative planning space and staff workspaces) 3 per senior high	Intervention spaces (calming room, learning labs, alternatives to suspension) 5 per senior high, 4 at MGMS, 3 at BMS & OMS, 2 at NVMS	Restrooms (single-use bathrooms, staff bathrooms, ADA**** accessible bathrooms with changing facilities)
Bus Parking Staff Parking High School: Student Parking	Large group space (assembly space 100-150 people)a	Unassigned classrooms for flexibility (flex classrooms, meeting space, additional room for future growth) add detail 3 per senior high, 2 per middle school	Music (choir, band, orchestra rooms, instrument & music storage) High school: uniform storage
Student Services offices/small group spaces (speech, psychologists, counselors, social workers, due process clerks, outside support services)	Special education resource & self-contained classroom space, D/APE teaching space, calming room/sensory spaces, motor room	Outdoor PE Facilities: tennis courts (OSH/OMS & PCSH/BMS share), baseball/softball fields, soccer/football fields High school: track (Activities audit information covers this area)	Indoor PE Facilities: gymnasium, equipment room, locker rooms High school: weight room, activities & trainer offices Middle school: pool (note: not part of MS curriculum) (Activities audit information covers this area)

(over)

Acronyms: *EL English Learning, **FACS Family Consumer Science, ***PLTW Project Lead the Way. ****ADA American Disabilities Act

KEY: Affects capacity calculation

ISD 279 – Osseo Area Schools Secondary Building Assumptions

Notes:

- High Schools: CTE specialized space (OSH: Opportunities in Emergency Care (OEC) & Automotive, PCSH: Culinary) + additional space for future expansion of CTE
- Middle Schools: Out of School Time-space (SPOT, targeted services), PLTW space
- Magnet Specific: BMS (art, robotics, engineering design spaces, culinary arts, tv/film studio) PCSH (tv/film studio)
- OALC does not need: community ed/after school programming space, some of the CTE spaces (PLTW), Career Resource Center, auditorium, athletic fields, special education self-contained classroom space
- OALC needs consideration as high school enrollment increases
- Intervention space
- Collaborative workspace for staff at high school
- Unassigned classroom space

Acronyms: *EL English Learning, **FACS Family Consumer Science, ***PLTW Project Lead the Way. ****ADA American Disabilities Act

KEY: Affects capacity calculation

Building Capacity 2021-22

BUILDING CAPACITY CALCULATION	
ELEMENTARY SCHOOLS	
School	**Capacity using Target Class Size with elementary assumptions**
City of Brooklyn Center	
Garden City	342
City of Brooklyn Park	
Birch Grove	513
Crest View	448
Edinbrook	906
Fair Oaks	623
Palmer Lake	597
Park Brook	342
Woodland	855
Zanewood	513
City of Maple Grove	
Basswood	1,026
Cedar Island	513
Elm Creek	684
Fernbrook	961
Oak View	619
Rice Lake	790
Rush Creek	961
Weaver Lake	684
SECONDARY SCHOOLS	
School	**Capacity using Target Class Size with elementary assumptions**
City of Brooklyn Park	
Brooklyn Middle	1,256
North View Middle	1,256
Park Center Senior	2,321
City of Maple Grove	
Maple Grove Middle	1,802
Maple Grove Senior	2,185
City of Osseo	
Osseo Middle	1,283
Osseo Senior	2,458

Student capacity

Student capacity overview

The number of students a building can accommodate (its "student capacity") is affected by a number of factors including:

- Class size targets for grade levels served
- Number of grade levels served in the building
- Funds/grants utilized to reduce class size;
- Educational needs of students (e.g., classrooms needed for grade-level instruction)
- Specialized needs of the school's educational program (e.g., music, arts, technology, science)
- Specialized educational needs of students (e.g., special education, English Learner)
- Programs located at facility at direction of school district (e.g., special education, preschool)
- Programming identified by principal, teachers and staff intended to satisfy specific needs of student population and local community (e.g., large motor rooms, meeting space)

This section of the report describes the method that was used to determine student capacity for each school. The first step is to calculate the number of available grade-level classrooms at each school. Next, the number of students assigned to each classroom is calculated. Finally, the number of available classrooms is multiplied by the number of students assigned to each available classroom to calculate the total student capacity for each school.

Number of available classrooms

- Assumptions: elementary schools

  Before calculating the number of available elementary classrooms, it is necessary to first agree to a consistent set of assumptions about building use and program requirements. During the summer of 2019, a group of elementary leadership staff and Division of Leadership, Teaching, and Learning (DLTL) developed a set of assumptions for each elementary building in the district. These assumptions were presented to the school board at a work session on August 13, 2019, and to ECMAC on October 7, 2019. These assumptions were reaffirmed by district administration in the summer of 2021 and can be found in Appendix C.

  After adjusting for these assumptions, the number of available classrooms in each elementary school was calculated.

- Assumptions: secondary schools
  To calculate the number of available secondary classrooms, a standard utilization factor was applied to the number of classrooms identified. This utilization factor adjusts the number of available classrooms for the predictable inefficiencies in secondary classroom utilization that result from student choice and classroom scheduling. For example, an individual classroom might be scheduled with students for five of the six periods in a school day, creating an inefficiency because a classroom is empty for one period.

  The following utilization factors were assumed in the calculation of available secondary classrooms:
  - Senior High - 80% utilization of available classrooms
  - Middle School - 75% utilization of available classrooms

Just as with the elementary capacity calculation, and important step in determining the available classrooms to apply the utilization factor is to agree on a set of assumptions for each secondary building. During the summer of 2019, a group of secondary leadership staff and DLTL team members developed a set of assumptions for each secondary building in the district. These assumptions were presented to the school board at a work session on August 13, 2020, and to ECMAC on October 7, 2019. These assumptions were also reaffirmed by district administration in the summer of 2021 and can be found in Appendix C.

After adjusting for these assumptions, the number of available classrooms in each secondary school was calculated and the utilization factor was applied.

Number of students assigned to each classroom

Once the number of available classrooms is identified, the next step in calculating capacity is to determine the number of students assigned to each classroom. The district uses grade level class size targets to determine the teachers (and classrooms) necessary to serve the projected number of enrolled students. At the August 13, 2019 work session, the school board agreed to use this same grade level class size target to determine the student capacity of each building, rather than an actual class size calculation.

Final student capacity calculations

The final student capacity for each school was determined by multiplying the number of available classrooms by the number of students assigned to each available classroom.
(total student capacity = available classrooms **x** number of students assigned to each classroom)
The table below depicts each school's estimated student capacity that resulted from the calculations above. Data in the table is sorted alphabetically by the city within which each school is located. The student capacity data was calculated using class size targets. ECMAC members made observations and recommendations on student capacity data on the table below:

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																
	K	1	2	3	4	5	6	7	8	9	10	11	12	FY 2022 Actual	FY 2021 Actual	One-Year Change	
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%
Rice Lake	90	99	123	96	96	102								606	661	(55)	-8.32%
Rush Creek	136	127	134	117	121	132								767	731	36	4.92%
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 5% below	-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 Year Enrollment Projections By Grade

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	1,499	1,546	1,506	1,481	1,260	1,514
Grade 1	*	1,577	1,566	1,564	1,528	1,482	1,587	1,623	1,596	1,566	1,348
Grade 2	*	1,528	1,555	1,534	1,492	1,544	1,508	1,592	1,643	1,611	1,597
Grade 3	*	1,555	1,528	1,517	1,419	1,499	1,561	1,520	1,620	1,666	1,649
Grade 4	*	1,665	1,556	1,535	1,434	1,427	1,520	1,574	1,546	1,643	1,704
Grade 5	*	1,582	1,625	1,558	1,445	1,465	1,468	1,557	1,626	1,595	1,705
Kind - Grade 5	*	**9,466**	**9,429**	**9,317**	**8,734**	**8,916**	**9,190**	**9,372**	**9,512**	**9,341**	**9,517**
Grade 6	*	1,501	1,488	1,595	1,456	1,387	1,417	1,425	1,524	1,588	1,569
Grade 7	*	1,440	1,515	1,489	1,559	1,463	1,399	1,434	1,454	1,553	1,629
Grade 8	*	1,511	1,475	1,518	1,467	1,580	1,487	1,428	1,473	1,495	1,606
Grade 6-8	*	**4,452**	**4,478**	**4,602**	**4,482**	**4,430**	**4,303**	**4,287**	**4,451**	**4,636**	**4,804**
Grade 9	*	1,658	1,737	1,656	1,654	1,656	1,791	1,690	1,633	1,686	1,722
Grade 10	*	1,646	1,624	1,730	1,595	1,642	1,646	1,784	1,695	1,640	1,702
Grade 11	*	1,612	1,618	1,569	1,658	1,594	1,641	1,650	1,798	1,711	1,666
Grade 12	*	1,544	1,634	1,636	1,556	1,796	1,727	1,778	1,802	1,965	1,880
Grade 9-12	*	**6,460**	**6,613**	**6,591**	**6,463**	**6,688**	**6,805**	**6,902**	**6,928**	**7,002**	**6,970**
Grand Total K-12	*	**20,378**	**20,520**	**20,510**	**19,679**	**20,034**	**20,298**	**20,561**	**20,891**	**20,979**	**21,291**
Change		**138**	**142**	**-10**	**-831**	**355**	**264**	**263**	**330**	**88**	**312**
		0.68%	0.70%	-0.05%	-4.05%	1.80%	1.32%	1.30%	1.60%	0.42%	1.49%

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

5-Year Enrollment Projections by School

Based on November 1 Data

Osseo Area Schools - Grade & Site Enrollment																							
FY 2023 (Fall 2022) Projection															Five Year Projection								
School	K	1	2	3	4	5	6	7	8	9	10	11	12	FY 2023	FY 2022	One-Year Variance		FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	5 yr. growth	
BW	164	147	138	145	160	147								901	862	39	4.52%	901	902	891	873	891	(10)	-1.11%
BG	57	52	47	64	70	50								340	340	0	0.00%	340	336	322	312	323	(17)	-5.00%
CI	75	81	82	69	67	58								432	422	10	2.37%	432	445	450	442	430	(2)	-0.46%
CV	48	45	42	44	37	33								249	248	1	0.40%	249	244	240	223	222	(27)	-10.84%
EB	114	114	98	110	119	93								648	634	14	2.21%	648	662	649	630	642	(6)	-0.93%
EC	85	81	86	79	87	100								518	494	24	4.86%	518	522	527	532	535	17	3.28%
FO	64	61	57	46	50	48								326	323	3	0.93%	326	321	315	309	309	(17)	-5.21%
FB	135	153	146	146	171	139								890	864	26	3.01%	890	930	981	1,028	1,075	185	20.79%
GC	56	46	42	52	42	50								288	277	11	3.97%	288	290	299	293	302	14	4.86%
OAK	85	72	83	78	68	82								468	461	7	1.52%	468	459	465	446	439	(29)	-6.20%
PL	83	82	73	75	62	73								448	433	15	3.46%	448	448	455	442	445	(3)	-0.67%
PB	47	54	33	47	46	37								264	248	16	6.45%	264	274	274	268	283	19	7.20%
RL	112	95	105	118	95	90								615	606	9	1.49%	615	635	661	677	692	77	12.52%
RC	130	145	131	136	118	122								782	767	15	1.96%	782	804	828	844	858	76	9.72%
WVR	97	104	110	110	118	105								644	640	4	0.63%	644	653	653	639	640	(4)	-0.62%
WD	116	115	106	107	100	94								638	631	7	1.11%	638	639	641	627	633	(5)	-0.78%
ZW	67	57	56	56	50	45								331	331	0	0.00%	331	335	338	329	333	2	0.60%
Elem Total	**1,535**	**1,504**	**1,435**	**1,482**	**1,460**	**1,366**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**8,782**	**8,581**	**201**	**2.34%**	**8,782**	**8,899**	**8,989**	**8,914**	**9,052**	**270**	**3.07%**
BMS							342	295	358					995	1,020	(25)	-2.45%	995	978	1,044	1,085	1,105	110	11.06%
MGMS							539	508	537					1,584	1,584	0	0.00%	1,584	1,593	1,618	1,643	1,669	85	5.37%
NVMS							201	119	140					460	453	7	1.55%	460	504	555	560	564	104	22.61%
OMS							356	410	389					1,155	1,171	(16)	-1.37%	1,155	1,196	1,243	1,279	1,330	175	15.15%
MS Total	**0**	**0**	**0**	**0**	**0**	**0**	**1,438**	**1,332**	**1,424**	**0**	**0**	**0**	**0**	**4,194**	**4,228**	**(34)**	**-0.80%**	**4,194**	**4,271**	**4,460**	**4,568**	**4,668**	**474**	**11.30%**
MGSH										623	579	579	533	2,314	2,288	26	1.14%	2,314	2,362	2,385	2,401	2,405	91	3.93%
OSH										543	582	566	476	2,167	2,114	53	2.51%	2,167	2,172	2,153	2,156	2,225	58	2.68%
PCSH										547	443	417	394	1,801	1,792	9	0.50%	1,801	1,835	1,832	1,832	1,835	34	1.89%
SH Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1,713**	**1,604**	**1,562**	**1,403**	**6,282**	**6,194**	**88**	**1.42%**	**6,282**	**6,369**	**6,370**	**6,389**	**6,465**	**183**	**2.91%**
K-12 Sub-total	**1,535**	**1,504**	**1,435**	**1,482**	**1,460**	**1,366**	**1,438**	**1,332**	**1,424**	**1,713**	**1,604**	**1,562**	**1,403**	**19,258**	**19,003**	**255**	**1.34%**	**19,258**	**19,539**	**19,819**	**19,871**	**20,185**	**927**	**4.81%**
OEC						0	0	0	0	0	0	0	79	79	62	17	27.42%	79	73	76	79	82	3	3.80%
OALC						0	0	0	0	0	12	29	144	185	144	41	28.47%	185	166	183	183	183	(2)	-1.08%
279 Online K-5	41	38	56	49	45	52								281	343	(62)	-18.08%	281	292	311	322	316	35	12.46%
279 Online 6-8							81	68	68					217	208	9	4.33%	217	225	232	244	251	34	15.67%
279 Online K-5										65	60	63	90	278	292	(14)	-4.79%	278	266	270	280	274	(4)	-1.44%
Subtotal	**41**	**38**	**56**	**49**	**45**	**52**	**81**	**68**	**68**	**65**	**72**	**92**	**313**	**1,040**	**1,049**	**(9)**	**-0.86%**	**1,040**	**1,022**	**1,072**	**1,108**	**1,106**	**66**	**6.35%**
Grand Total	**1,576**	**1,542**	**1,491**	**1,531**	**1,505**	**1,418**	**1,519**	**1,400**	**1,492**	**1,778**	**1,676**	**1,654**	**1,716**	**20,298**	**20,052**	**246**	**1.23%**	**20,298**	**20,561**	**20,891**	**20,979**	**21,291**	**993**	**4.89%**

Enrollment VS Capacity

FY2022 and FY2027

Using November 1st Data

School	FY 2022 Student Enrollment	Estimated FY 2027 student enrollment	School Student Capacity	FY 2022 Enrollment Over/(Under) Capacity		FY 2027 Enrollment Over/(Under) Capacity	
Elementary Schools							
City of Brooklyn Center							
Garden City	277	302	342	(65)	-19.01%	(40)	-11.70%
City of Brooklyn Park							
Birch Grove	340	323	513	(173)	-33.72%	(190)	-37.04%
Crest View	248	222	448	(200)	-44.64%	(226)	-50.45%
Edinbrook	634	642	906	(272)	-30.02%	(264)	-29.14%
Fair Oaks	323	309	623	(300)	-48.15%	(314)	-50.40%
Palmer Lake	433	445	597	(164)	-27.47%	(152)	-25.46%
Park Brook	248	283	342	(94)	-27.49%	(59)	-17.25%
Woodland	631	633	855	(224)	-26.20%	(222)	-25.96%
Zanewood	331	333	513	(182)	-35.48%	(180)	-35.09%
City of Maple Grove							
Basswood	862	891	1,026	(164)	-15.98%	(135)	-13.16%
Cedar Island	422	430	513	(91)	-17.74%	(83)	-16.18%
Elm Creek	494	535	684	(190)	-27.78%	(149)	-21.78%
Fernbrook	864	1,075	961	(97)	-10.09%	114	11.86%
Oak View	461	439	619	(158)	-25.53%	(180)	-29.08%
Rice Lake	606	692	790	(184)	-23.29%	(98)	-12.41%
Rush Creek	767	858	961	(194)	-20.19%	(103)	-10.72%
Weaver Lake	640	640	684	(44)	-6.43%	(44)	-6.43%
Secondary Schools							
City of Brooklyn Park							
Brooklyn Middle	1,020	1,105	1,256	(236)	-18.79%	(151)	-12.02%
North View Middle	453	564	1,256	(803)	-63.93%	(692)	-55.10%
Park Center Senior	1,792	1,835	2,321	(529)	-22.79%	(486)	-20.94%
City of Maple Grove							
Maple Grove Middle	1,584	1,669	1,802	(218)	-12.10%	(133)	-7.38%
Maple Grove Senior	2,288	2,405	2,185	103	4.71%	220	10.07%
City of Osseo							
Osseo Middle	1,171	1,330	1,283	(112)	-8.73%	47	3.66%
Osseo Senior	2,114	2,225	2,458	(344)	-14.00%	(233)	-9.48%

MDE Recommended Capacity Based on Core Area Square Footage

An additional capacity lens studied by ECMAC was the capacity of core support areas in each school. Core support areas are areas outside of classrooms that serve all students, such as media centers and cafeterias. If core support areas are undersized, a building that has sufficient classroom capacity may still have capacity concerns. Undersized core support areas are often the result of classroom additions that are not accompanied by additions to core support spaces. Each building's actual media center and cafeteria square footage was compared with guidelines from the Minnesota Department of Education (MDE).

A summary of the core support area capacity analysis is depicted in the table below.

School	Core support areas compared to MDE Guidelines FY 2027 enrollment over/(under) capacity			
	Media Center Student Capacity		Cafeteria Student Capacity	
Elementary Schools				
City of Brooklyn Center				
Garden City	(401)	-57.01%	(209)	-40.93%
City of Brooklyn Park				
Birch Grove	(790)	-70.98%	(181)	-35.88%
Crest View	(682)	-75.45%	(278)	-55.62%
Edinbrook	(1,217)	-65.47%	(289)	-31.02%
Fair Oaks	(866)	-73.70%	(202)	-39.56%
Palmer Lake	(778)	-63.60%	(59)	-11.66%
Park Brook	(411)	-59.20%	(228)	-44.65%
Woodland	(1,036)	-62.06%	(286)	-31.12%
Zanewood	(575)	-63.31%	(378)	-53.15%
City of Maple Grove				
Basswood	(793)	-47.50%	(43)	-4.68%
Cedar Island	(863)	-66.74%	(74)	-14.64%
Elm Creek	(998)	-65.11%	(391)	-42.19%
Fernbrook	(777)	-41.95%	144	15.50%
Oak View	(1,413)	-76.29%	(492)	-52.83%
Rice Lake	(617)	-41.83%	(68)	-7.29%
Rush Creek	(977)	-58.53%	(227)	-24.70%
Weaver Lake	(1,029)	-61.64%	(279)	-30.36%
Secondary Schools				
City of Brooklyn Park				
Brooklyn Middle	(120)	-9.82%	(196)	-15.05%
North View Middle	(1,128)	-66.66%	(592)	-51.22%
Park Center Senior	265	16.86%	(337)	-15.53%
City of Maple Grove				
Maple Grove Middle	(285)	-14.57%	(4)	-0.21%
Maple Grove Senior	(128)	-5.06%	1,400	139.20%
City of Osseo				
Osseo Middle	(337)	-20.20%	157	13.38%
Osseo Senior	(398)	-15.16%	738	49.59%

Reflects 1/1/2022 Data

Glossary of Terms for ECMAC Year-End Review

2021-2022

279Online: A fully online K-12 program that will be offered to all Osseo Area School students, and open-enrolled students, starting in the fall of 2021. Students attending this virtual school will not be counted in future building enrollment.

Base Assumptions: The identified essential elements for any elementary or secondary school in the district. These assumptions are applied to each building before classroom spaces are identified and a capacity calculation is determined.

Building a Better Future, Phase II: A comprehensive, district-wide facilities study that includes elements of enrollment and capacity, next-generation learning space, safety and security, athletics and activities, magnet programming, career and tech-ed programming, community education, and student services.

Compensatory funding: Additional state funding that is allocated to each school based on the concentration of students that qualify for free/reduced lunch. This funding is sometimes used to lower class sizes from the district's targeted class size.

Core Support Area Capacity: The MN Department of Education publishes recommendations for core space in each building, based on square footage and the number of students that are enrolled, for core areas such as cafeterias and media centers.

November 1 enrollment data: The annual "point-in-time" that enrollment data is analyzed, compared to previous years, and utilized for future projections. November 1st has historically been the point in time that the enrollment data has stabilized for the year and is more closely indicative of the year-end enrollment.

Over-Capacity Conditions: When the current or projected number of students enrolled at a specific school exceeds the targeted class size capacity calculation for that building. Typically, ECMAC has recommended consideration of relief from over-capacity conditions when the enrollment exceeds the capacity by 10% or more.

Oversight Task Force: A work group of staff, administrators, and school board members that is tasked with gathering Building a Better Future facility recommendations, prioritizing facility projects, considering funding strategies, developing timelines, creating a plan to collect community feedback and to make comprehensive recommendations regarding facility planning to the superintendent.

Targeted Class Size: The number of students at each grade level assigned to a teacher and classroom. Because it is a target, the exact number may be a little higher or a little lower, depending on enrollment at each school.

Under-Capacity Conditions: When the current or projected number of students enrolled at a specific school is lower than the targeted class size capacity calculation for that building. ECMAC has not determined a threshold that would prompt a solution for under-capacity conditions.

ELEMENTARY SPACE AUDIT SUMMARY

1. **Cafeteria: Flex Seating/Multipurpose Use: Somewhat Meets the Recommendation**
   - Primarily used for dining most of the day
   - Student Choice/flexible seating is difficult at the ES level due to efficiency of cleaning etc.
   - Round tables are preferred for creating a better dining experience for students
   - Need Technology & AV upgrades for better Multi-purpose use. (Audio and Visual Systems)
2. **Gym Space: Assemblies/Multipurpose Use: Somewhat Meets the Recommendation**
   - Need Technology & AV upgrades for better Multi-purpose use. (Audio and Visual Systems)
   - Some Acoustic Issues in a few Gyms
   - Some Temp Control Issues in a few Gyms
3. **Learning on display (Glass walls/windows and good site lines): Does Not Meet the Recommendation**
   - Almost all schools are missing this; Zanewood as a few spaces with interior glass windows
4. **Collaborations Spaces: Does Not Meet Recommendation**
   - No dedicated spaces; Only use general classrooms, hallways & media centers in all schools
5. **Inclusive Spaces**
   - **Calming/Sensory: Does Not Meet Recommendation**
     - Rare to see a dedicated space; Most schools use open gen classrooms or Special ed room with "stations".
   - **Mothers Room: Does Not Meet Recommendation**
     - No dedicated space in any school. Use open offices, classrooms & conference rms.
   - **Prayer Space: Does Not Meet Recommendation**
     - No dedicated space in any school. Use open media center space or conference rms.
     - Some schools have higher demand for prayer space than others
6. **Multilingual Signage: Does Not Meet Recommendation**
   - No formal signage at any school, one school has "culture" signage in multiple languages
7. **Flexible Furniture: Does Not Meet Recommendation**
   - No formal furniture implementation plans; most teachers buy own or use a grant process
8. **Welcoming Aesthetics: Somewhat Meets Recommendation**
   - Many requests for updated paint, tile and flex furniture for the front entrance/lobby
   - Some schools have had recent updates through the LTFM process.
9. **Classroom Acoustics: Meets Recommendation**
   - Most schools have good classroom acoustics. There are a few areas of sound transfer that are noted.
10. **Outdoor Learning Space: Does Not Meet Recommendation**
    - Some schools use courtyards/some do not. Use is determined by local fire marshal. Most do not have a formal outdoor learning classroom above and beyond the courtyards.
11. **Natural Light: Meets Recommendation**
    - Most schools have exterior windows into all classroom spaces

12. <u>Media Centers:</u> Does Not Meet Recommendation

- **Book Stacks for Collection**
  - Most do not have mobile book cases
- **Circulation/Information/Tech Desk**
  - Most have dated furniture or an old design
- **Flexible Open Area**
  - Most have the space; need mobile book cases and furniture to make more usable
- **Media Tech Work Room**
  - Some have dedicated office and Workroom space.
  - Most do not have a tech service desk area out in the Media Center
- **Small Group/Study Rooms**
  - Almost all do not have dedicated spaces for study rooms
- **Multipurpose Room**
  - Almost all have an adjacent computer lab that could be converted to a Maker Space Lab.
- **Flexible Performance/Presentation Area**
  - Most have the space for this function, but it is not formalized with tech and audio/visual equipment.
  - Some schools have a stage in a gym that is rarely used.

MIDDLE SCHOOL SPACE AUDIT SUMMARY

1. **Cafeteria: Flex Seating/Multipurpose Use: Somewhat Meets the Recommendation**
    - A lot of after school use
    - Large Group use for student projects; open houses
    - Round tables and choice seating are desired; more seating capacity needed at some schools
    - Need Technology & AV upgrades for better Multi-purpose use. (Audio and Visual Systems)
2. **Gym Space: Assemblies/Multipurpose Use: Somewhat Meets the Recommendation**
    - Need Technology & AV upgrades for better Multi-purpose use. (Audio and Visual Systems)
    - Some Acoustic Issues in a few Gyms; improved performance space
    - Some Temp Control Issues in a few Gyms; need AC and better air circulation
3. **Learning on display (Glass walls/windows and good site lines): Does Not Meet the Recommendation**
    - All schools are missing this
4. **Collaborations Spaces: Does Not Meet Recommendation**
    - No dedicated spaces; Only use general classrooms, hallways & media centers in all schools
5. **Inclusive Spaces**
    - **Calming/Sensory: Does Not Meet Recommendation**
        - Most schools have a small dedicated room but they all need remodeling
    - **Mothers Room: Does Not Meet Recommendation**
        - No dedicated space in any school. Use open offices, classrooms & conference rms.
    - **Prayer Space: Does Not Meet Recommendation**
        - No dedicated space in any school. Use open media center space or conference rms.
        - Some schools have higher demand for prayer space than others
6. **Multilingual Signage: Does Not Meet Recommendation**
    - No formal signage at any school.
7. **Flexible Furniture: Does Not Meet Recommendation**
    - No formal furniture implementation plans; most teachers buy own or use a grant process
8. **Welcoming Aesthetics: Somewhat Meets Recommendation**
    - Many requests for updated paint, tile and flex furniture
    - Some schools have had recent updates through the LTFM process.
9. **Classroom Acoustics: Meets Recommendation**
    - Most schools have good classroom acoustics. There are a few areas of sound transfer that are noted.
10. **Outdoor Learning Space: Does Not Meet Recommendation**
    - Some schools use courtyards/some do not. Use is determined by local fire marshal. Only BMS has a formal outdoor learning classroom above and beynd the courtyards.
11. **Natural Light: Somewhat Meets Recommendation**
    - Most schools have a lot of inbound classrooms that do not have exterior windows.

12. Auditorium: Does Not Meet Recommendation

- North View is the only MS with and Auditorium. 180 seats. Needs repair
- BMS is STEAM school and performs in the gym

13. Lockers: Meets Recommendation

- All Middle Schools typically use lockers, Backpacks have been current pandemic policy

14. <u>Media Centers:</u> Does Not Meet Recommendation

- **Book Stacks for Collection**
  - Most do not have mobile book cases
- **Circulation/Information/Tech Desk**
  - Most have dated furniture or an old design
- **Flexible Open Area**
  - Most have the space; need mobile bookcases and furniture to make more usable
- **Media Tech Work Room**
  - Some have dedicated office and Workroom space.
  - Most do not have a tech service desk area out in the Media Center
- **Small Group/Study Rooms**
  - Almost all do not have dedicated spaces for study rooms
- **Multipurpose Room**
  - Almost all have an adjacent computer lab that could be converted to a Maker Space Lab.
- **Flexible Performance/Presentation Area**
  - Most have the space for this function, but it is not formalized with tech and audio/visual equipment.

SENIOR HIGH SCHOOL SPACE AUDIT SUMMARY

1. **Cafeteria: Flex Seating/Multipurpose Use: Somewhat Meets the Recommendation**
    - A lot of after school use and multi-purpose use.
    - Large Group use for sports banquets etc.
    - A variety of options and choice seating are desired; more seating capacity needed at some schools
    - Need Technology & AV upgrades for better Multi-purpose use. (Audio and Visual Systems)
2. **Gym Space: Assemblies/Multipurpose Use: Somewhat Meets the Recommendation**
    - Need Technology & AV upgrades for better Multi-purpose use. (Audio and Visual Systems)
    - Some Storage needs
    - Multi-purpose use: Testing space and assembly space at some schools
3. **Learning on display (Glass walls/windows and good site lines): Does Not Meet the Recommendation**
    - All schools are missing this; this is the vision for the future
4. **Collaborations Spaces: Does Not Meet Recommendation**
    - No dedicated spaces; Need both student AND staff areas. Some schools have started to create these areas (PCSH and OSH).
5. **Inclusive Spaces**
    - **Calming/Sensory: Does Not Meet Recommendation**
        - Most schools have a small dedicated room but they all need remodeling
    - **Mothers Room: Does Not Meet Recommendation**
        - No dedicated space in any school. Use nurse office, converted custodial closet.
    - **Prayer Space: Does Not Meet Recommendation**
        - No dedicated space in any school. Use open media center space or conference rms.
        - Some schools have higher demand for prayer space than others, now use black box, media center or conference rooms.
6. **Multilingual Signage: Does Not Meet Recommendation**
    - English and Braille only building wide. A few welcome signs that are multilingual.
7. **Flexible Furniture: Does Not Meet Recommendation**
    - No formal furniture implementation plans; a few pilot classrooms and breakout areas at each building
8. **Welcoming Aesthetics: Somewhat Meets Recommendation**
    - Many requests for updated paint, tile and flex furniture
    - At some schools there could be more branding and better "lobby" furniture.
9. **Classroom Acoustics: Meets Recommendation**
    - Most schools have good classroom acoustics. There are a few areas of sound transfer that are noted.
    - PCSH has some demountable walls in classrooms that have very poor acoustic separation.
10. **Outdoor Learning Space: Does Not Meet Recommendation**
    - Most Schools use open green or tree space on site. No formal outdoor classrooms.
11. **Natural Light: Somewhat Meets Recommendation**

- Most schools have a lot of inbound classrooms that do not have exterior windows.

12. Auditorium: Does Not Meet Recommendation

- MGSH has high demand for ticket sales for productions and concerts. Would like a larger Auditorium house for more seating capacity. More pressure on this space as enrollment and programs increase.
- PCSH is recently remodeled.

13. Lockers: Meets Recommendation

- Most schools DO NOT use all of the student lockers, Backpacks have been current pandemic policy. Some schools have removed lockers to created collaboration areas.

14. <u>Media Centers:</u> Does Not Meet Recommendation

- **Book Stacks for Collection**
  - Most do not have mobile book cases
- **Circulation/Information/Tech Desk**
  - Most have dated furniture or an old design that does not meet current function
- **Flexible Open Area**
  - Most have the space; need mobile bookcases and furniture to make more usable
- **Media Tech Work Room**
  - Some have dedicated office and Workroom space.
  - Most do not have a tech service desk area out in the Media Center
- **Small Group/Study Rooms**
  - Almost all do not have dedicated spaces for study rooms
- **Multipurpose Room**
  - Almost all have an adjacent computer lab that could be converted to a Maker Space Lab.
- **Flexible Performance/Presentation Area**
  - Most have the space for this function, but it is not formalized with tech and audio/visual equipment. A "mobile" studio would meet most needs.

15. Secure Entrance: Does Not Meet Recommendation

- Not all schools include the desired front entry security sequencing for visitors.

Osseo Districtwide Media Center
Planning Assumptions

1. The Media Centers in all Schools to be Next Generation Learning Hubs. A Hub that supports not only access to information and ideas, but the creation of information and ideas.

2. To be in alignment with District Equity Work and "Path, Place and Pace", the Media Centers are to be open before and after school to support student learning, staff learning, community needs and access to resources. Open scheduling with adequate staffing to allow for Media Center programming for everyone is a priority.

3. The desired zones/areas for the Media Center are as follows:
   - Book Stacks for the Collection
   - Circulation/Information/Tech Help Desk
   - Flexible Open Area for Large Groups and Staff Meetings
   - Media/Tech Workroom/Office for book restoration, tech work bench, storage, shared desk
   - Small Group Spaces for project based work; Study rooms that are supervisable
   - Individual Study Spaces for quiet work
   - Multipurpose Room/Maker Space: STEM projects, Flexible Instruction, Creation Area, Video Production, Flexible Computer Lab (Laptops)
   - Flexible Performance/Presentation Area for information sharing

4. The site based Tech Support Staff will have a home base and work area in the Media Center with a focus on a "one stop shop" customer service model.

5. The Book Collection Size to Align with the Guidelines established by the District Learning and Achievement Leadership.

6. The future Media Center Hub should continue to include an open concept for the flexible areas and the book stacks. Most Schools now allow for community use for before and after school and do not “lock up” the books.

7. Implement flexible furniture that allows for student choice and can be arranged in multiple configurations. A variety of options to be provided, such as high top tables with stools, mobile seating, wobble stools, soft seating etc. Mobile book stacks on wheels will provide flexibility for how the space is used. All furniture to be usable for all ages (including adults) and be maintained per Covid requirements.

8. Upgrade all spaces to have Next Generation technology and welcoming aesthetics. (General Lighting, digital displays, access to power for personal devices, wifi, sound amplification etc.)

9. Maximize access to natural light where possible.

10. The traditional Tech/Computer Labs to be converted to Multipurpose Maker Space Rooms that support the creation and exploration of information through project based learning. These spaces to be directly connected to the Media Center and include lock down capabilities for the security of equipment.

Background

In the winter of 2020, Osseo Area Schools convened a Facilities Task Force, made up of staff, administration, school board members, and professional service partners. This group was charged with creating recommendations related to facility improvements across the district, based on feedback collected from four working groups that developed findings related to enrollment and capacity, next generation learning spaces, safety and security, and activity facilities. The result of this group's work was comprehensive recommendations that were submitted to Superintendent Cory McIntyre in April of 2020 and were ultimately approved by the school board in June of 2020.

As part of the recommendations that were approved, the task force encouraged the development of furniture standards that could be implemented across the district to support next generation learning spaces. These standards would align with the findings and recommendations of the elementary and secondary next generation learning space study groups and would bring consistency and clarity around furniture purchasing and utilization.

In December of 2020, a Furniture Standards Work Group was assembled to create recommended furniture standards to support this work.

Furniture Standards Work Group Purpose:

The **purpose** of the Furniture Standards Work Group is to build a foundation for the school district's commitments and expectations that will guide the implementation of a flexible furniture program to support next generation learning.

This purpose was developed based recommendations from both the elementary and secondary next generation learning space study groups that included in their report that the district should "implement a flexible furniture standard for learning spaces (classrooms, media centers, cafeterias and other spaces) that includes furniture that allows for student choice and can be arranged in multiple ways; high tops, rolling chairs, rolling chairs with desks attached, tables, wobble stools, couches and chairs, etc."

Furniture Standards Work Group Members:

The Furniture Standards Work Group was comprised of district staff and building and district administrators. Membership included:

Ron Meyer, Exec. Director of Finance & Operations	Michael Lehan, Assistant Superintendent
Bart Becker, Secondary Principal	Heather Miller-Cink, Secondary Principal
Diana Bledsoe, Secondary Principal	Kim Monette, Secondary Principal
Dale Carlstrom, Director of Facilities Operations	Kelli Parpart, Assistant Superintendent
Brian Chance, Secondary Principal	Adrain Pendelton, Elementary Principal
Steve Flisk, Assistant Superintendent	Anne Ramsey, Purchasing Coordinator
Joshua Fuchs, Educational Equity Teacher	Steve Schwartz, Elementary Principal
Robin Gunsolus, Assistant Director of Learning & Achievement	Sara Vernig, Secondary Principal
Kristen Hauge, Secondary Principal	Jeremy Willey, Director of Learning & Achievement
BJ Irmiter, Coordinator of K-12 Operations	Emily Woolsey, Coordinator of K-12 Operations
Jill Kind, Coordinator of K-12 Operations	William (Bill) Kuendig, Elementary Principal
Lynae Schoen, Wold Architects	

- *In addition to the staff and school board members, Wold Architects and Engineers participated in each meeting in a consulting role.*

Process

The Furniture Standards Work Group met a total of three times, on April 22, 2021, May 5, 2021, and May 27, 2021. Because of the COVID-19 pandemic, all meetings were held virtually. Additionally, final consensus building occurred through email communication.

The process used to determine the set of commitments was to utilize small groups of participants to develop draft commitment statements. In the first meeting, small groups were prompted with the following guiding questions to begin to form their thinking around draft commitment statements:

1. What are the furniture Goals you want to achieve or problems you would like to solve?
2. How is furniture a Tool to support the discussion in #1?
3. How can furniture support student choice?
4. What are some of the challenges/opportunities with the current procurement and ordering process of furniture?
5. Is there a need for consistency in furniture among grade levels? By building? District wide?
6. Are there any pandemic learnings that might become common practice?
7. Other?

Based on the feedback created from all the small groups from these guiding questions, the work group leaders developed proposed commitments statements. The work group

participants then spent the two remaining meetings refining and altering the statements with the goal of finding consensus from all group members around the final list of commitments.

Furniture Standards Final Commitments and Expectations

The following list of district furniture commitments are being recommended after consensus from the Furniture Standards Work Group.

1. *We are committed to support each of our educators in meeting the expectations of student choice and flexibility in all learning spaces. We are committed to utilize furniture to help enhance that work.*
2. *Create a standard furniture program that supports an equitable student experience across the district, that provides a streamlined procurement process, and a stable replacement protocol.*
3. *Select products that support teaching strategies that are aligned with instructional goals.*
4. *Provide furniture and storage options that allow for student choice and a variety of tasks.*
5. *Include student and teacher engagement in the selection process.*
6. *Ensure mobile and flexible furniture for ease of movement.*
7. *Accommodate for human needs; comfort and function for all.*
8. *During the selection process, consideration will be given to items that are easily maintained. (cleaning and upsizing/downsizing classrooms).*
9. *Provide competitively purchased products that meet the District standards for safety and quality.*
10. *Uphold a sustainable process and budget for the appropriate replacement cycles.*
11. *Organize furniture options by age/grade level for consistency and District efficiency.*
12. *Allow for aesthetics that support the culture of the District in the classrooms and the uniqueness of each individual school in the common areas.*

Background:
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 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.

CTE Work Group Members:

- Kelli Parpart, Assistant Superintendent
- Jeremy Willey, Director: Learning and Achievement (Jan 2021-Feb 2022)
- Robin Gunsolus, Director: Learning and Achievement (Mar 2022-present)
- 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 (through May 2022)

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
- Erin Olson, Director of Strategic Research: RealTime Talent
- Tim O'Neil, Regional Labor Market Analyst: 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; 1/18/22 (Board presentation); 1/21/2022; (site visits: 2/1/2022; 2/3/2022; 2/7/2022); 2/18/2022; 3/11/2022; 3/23/22; 4/7/22
- 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 01/18/22 board work session to provide an overview of current district CTE programming and 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 (12/10/21; 12/15/21; 12/16/21)
- Presented at board work session on 1/18/22; Board approved recommendations
- Completed learning space audits and CTE staff meetings: PCSH 2/1/2022; MGSH 2/3/2022; OSH 2/7/2022
- Reviewed and revised strand course information for all 9 strands
- Developed assumptions for CTE facilities planning
- Identified programming sequence with L & A for each of the nine specialty strands
- Continued meetings with study group, Wold Architects, and district staff
- Presented CTE update to the Board on May 10th, 2022, as a part of the *Build a Better Future* presentation

Next Steps:

- Continue to collaborate with Wold Architects and district staff to identify facility specifications for each comprehensive high school to implement the CTE program of study effectively
- Collaborate with L & A, principals, and CTE teachers to create new courses in the specialty strands

CTE Final Recommendations:

The following specialty strands were proposed by the CTE Work Group, and approved by the School Board, for our high schools:

Maple Grove Senior High:

- Business, Finance, and Marketing
- Design/Pre-construction
- Engineering Technology

Osseo Senior High:

- Automotive Services
- Business Management
- Health Careers

Park Center Senior High:

- Construction Management
- Education
- Finance and Marketing

Osseo Area Learning Center:

- Early/Middle College Program

Summary of Facilities Projects

ISD #279 - OSSEO AREA SCHOOLS
BUILDING A BETTER FUTURE BUDGETS
Working: January 6, 2023

DRAFT

Maple Grove Senior High
Additions: Classrooms and CTE (as Storm Shelter), Cafeteria, Secure Events Entrance, Secure Main Entrance, Auditorium, Phy Ed and Locker Rooms
Renovations: Locker Rooms, Locker Commons, Media Center, Music (Shops Conversion), Kitchen, and Site
Osseo Senior High
Additions: CTE (as Storm Shelter), Auto Labs, PE Multi-Use, Health, and Business Management
Renovations: Media Center, Student Services, Secure Main Entrance, Locker Rooms, Cafeteria, Stadium Toilet and Team Rooms, and Site
Park Center Senior High
Renovations: CTE, Finance and Marketing Labs, Construction Management Labs, Education Labs, Secure Entrances, Cafeteria, Media Center, Culinary, Second Level Classrooms, Stadium Toilet and Team Rooms, and Site
North View Middle School
Renovations: Pool restoration OR Pool Infill - Convert to Gymnastics, Locker Rooms, Media Center, and Classrooms (Fourth Wall)
Repurposed Facility
Renovations: Convert to Early Childhood / Community Center, Kitchen, Meeting Rooms, Cafe / Gym, Classrooms, Corridors, and Toilet Rooms
Brooklyn Middle School
Renovations: Magnet Middle School - STEAM, PLTW, Tech, Art Labs, Maker Spaces, Science Labs, Gym, Stage, Media Center, and Toilet Rooms in FACS
District Wide Furniture
New: District Wide Classroom Furniture
Rice Lake ES
Renovations: Classrooms and Corridors
New Elementary School
New: Elementary School
ESC
Addition: Maintenance
Renovations: Office, Technology Space, Maintenance Area, Furniture, and Site
Elementary School Flex Rooms
Renovations: 2 Flex Rooms per Elementary School
Magnet Schools
Renovations: Birch Grove ES, Weaver Lake ES, and Zanewood ES
Outdoor Classrooms at ES and MS
New: Outdoor Classrooms at all ES and MS (except Rice Lake ES - Completed in 2022)
Grand Total Project Costs (Multiple Funding Sources)
Range: $350,000,000 to $410,000,000

Background

Beginning in February of 2021 , Osseo Area Schools Community Education leadership team came together and collaborated on what the current and future space needs are to support our developing and growing Community Education programs. This group was charged with creating recommendations related to Community Education facility needs across the district and our programs. Feedback was solicited from coordinators and their teams through formal surveys, group conversations, and program observations.

This group has continued this work as our programs have changed and grown to fine tune our facility recommendations based on enrollment, future program growth, and overall needs we can identify through the facilities we engage with in our community education department.

Community Education Work Group Purpose:

The **purpose** of the Community Education Work Group was to examine the current and future needs of our Community Education programs and services.

Community Education programs serve multiple ages and stages of community members and students. We serve our earliest learners and their parents/guardians in our Early Childhood and Family Education programs to our adult community members through enrichment and Adult Basic Education needs. We support students and families through enrichment opportunities, childcare options, and overall engagement with Osseo Area Schools through different events and programs being permitted by Community use of Facilities. We also oversee the enrollment center and often offer families their first opportunity to engage with ISD 279 district staff and programs!

Community Education Work Group Members:

The Community Education Work Group was composed of the following members*:

Brian Siverson Hall- Executive Director of Community Engagement	Carrie Cabe- Assistant Director of Community Engagement
Sally Nault-Maurer EC&FE Coordinator	Emily Watts ABE Coordinator
Kristy Johnson Kidstop/Four Star Coordinator	Melissa Henderson Marketing & Enrichment Coordinator
Jim Greeley Enrollment Center Coordinator	Carrie Larson Facilities Coordinator

*Coordinators consulted with their teams as needed regarding space needs.

Process

The Community Education Work Group started by completing a questionnaire around their building and program needs. This was then followed up by in person discussions around this data, as well as formally looking again in the Summer of 2022 if any of these recommendations or needs had changed. The original questions the group considered were:

1. Think back to January 2020, what space needs did your program area have, need, or desire to have access to provide programming to our community?
2. Did you have programs you could not offer because you did not have space?
3. Are there spaces in buildings that our programs are not allowed to use during program time that would benefit program growth or increased opportunities?
4. What times/days do you utilize space in district buildings? Are there times when programs can't be offered due to conflicting space needs?
5. What are wish list spaces you have for your program? Dream big-what do you see as potential for program growth and serving our community.
6. Are there buildings where you are given access to spaces needed easily? Please list.
7. Are there buildings where you are given access to spaces needed rarely or with difficulty? Please list.
8. What kinds of spaces would you like to have the most access to? (classroom, gym, pool, etc.)
9. If you were given designated space for your future programs, would you work transportation to access those locations for participants?
10. If you currently have designated space, what percentage of that space do programs utilize on a daily basis (think Pre-COVID)? Are the rooms you have access too, designed to be used by multiple programs/ages/stages or are they specifically designed for current program needs (child furniture, classroom set up that can't be adjusted, etc.)
11. Anything else that you feel would be helpful for us to gather around your desire for space and programming in our current and future facilities?

Based on the data collected, we continued to ask questions, collaborate with WOLD architects to refine and define our needs/wants in this process. We created a building by building use table and looked at current uses, and future potential uses around space and access.

Community Education Learnings:

The Community Education work group found that the following were are most requested spaces:

- *Gyms*
- *Cafeteria's*
- *Auditoriums or spaces for speakers/presentations*
- *Stadiums*
- *Classrooms (multiple age and access)*
- *More spaces where current space is limited (more early learning spaces, more dedicated space for programming, storage, and office space).*
- *Media Centers*
- *Specialty rooms (music, art, FACS, etc.)*
- *Appropriate space for the program being offered- adult learners, parent education classes, youngest learners*

This process also surfaced difficulties our team encounters when trying to access space. Things that were discovered are:

- *Variance from site to site on what program have access to in a building*
- *Amount of dedicated storage/office space in different buildings for Community Education Staff*
- *Amount of dedicated space for Community Education program in all buildings (for example- number permanent classroom spaces or office for programs that run daily/consistently at sites).*
- *Having dedicated and welcoming entrances for use.*

Overall findings by program:

EC&FE

- More classrooms in new or current locations (student and adult learners)
- Additional screening on east side of district
- Motor room space at ARB and WL
- Right sized bathrooms in all Pre-K Spaces
- Office spaces for staff

ABE

- Large group space (200 capacity)
- Collaborative space for community partners
- 3-5 more classrooms
- Additional office space
- Adult friendly classrooms to meet diverse student populations and needs.

Facilities

- Additional stages
- Greater access to classrooms
- More community or forum rooms (professional development/adult learning spaces)
- Additional gym space
- Have access to one full site that is all scheduled through Community Education
- More rigid and specific master calendar for each site.

Enrichment

- Greater & Consistent access to spaces at all sites for enrichment offerings
- A space to offer programming during the day to our community
- Access to fitness studio, kitchen, artist space/and or gallery, performance spaces (stages), etc.

Kidstop/Four Star

- Dedicated Kidstop room in buildings hosting program
- Added 4 Star at BW & FB
- Consistent access to classrooms /spaces when students are in program
- Greater storage at all sites
- Bathrooms in all Four Star Classroom

Background

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.

In the fall of 2020, Superintendent McIntyre tasked Michael Lehan, Assistant Superintendent of Equity and Achievement, with forming a work group to examine the programming and space considerations for specialized student services in the areas of Special Education, Multilingual programming, Talented and Gifted and Title I programming. The Specialized Services Facility Needs work group was formed and met during the 2020-21 school year under the direction of Michael Lehan. The group continued to work under the direction of Bryan Bass during the 2021-22 school year as he moved into the Assistant Superintendent of Equity and Achievement role.

Specialized Services Work Group Purpose:

The **purpose** of the Specialized Services Work Group is to determine District 279 space and facility needs to accommodate specialized services programming for students at each site.

Specialized Services Standards Work Group Members:

The Specialized Services Standards Work Group was comprised of district staff and building and district administrators. Membership included:

- Michael Lehan, Assistant Superintendent (Jan 2020-Nov 2021)
- Bryan Bass, Assistant Superintendent (Jan 2022-present)
- Kate Emmons, Director: Student Services
- Jill Lesné, Assistant Director: Student Services
- Robin Gunsolus, Director: Learning and Achievement
- Tammi Provart, Coordinator: Talented and Gifted and Title I Programming
- Kiersten Nicholson, Coordinator: English Learner/Multilingual Programming

▪ *In addition to the staff members, Wold Architects and Engineers participated in some meetings in a consulting role.*

Process

The Specialized Services Work Group began meeting in February of 2021 and met throughout the 2021-22 school year. The group identified the current and desired reality for each of the specialized services in terms of programming and facility needs. The process used to determine recommendations included the following steps:

- Collect input from students and staff working with each program regarding what is working well for them currently regarding space and programming and what changes would be beneficial.
- Develop a vision for the delivery method of each program; identify the space and facility needs connected to each delivery method.
- Determine how each specialized program is and will be represented at sites: locations, instructional spaces, specialized space and/or equipment needs.
- Meet with Wold Architects to try to quantify space and amenity needs to support specialized services programming at sites.

Specialized Services Final Recommendations

The work group recommends the following criteria be met to support specialized services programming for students in our PreK through 12th grade school sites.

Universal

- All classrooms have furniture that is flexible, designed to support a variety of instructional groupings, and accommodates student preferences related to movement (wheelchair accessible tables in *every* classroom across the district).
- Collaborative/small group instructional spaces are located within classroom clusters, particularly at the elementary level, to support delivery of specialized services.
- Facilities are designed to support effective co-teaching:
    - Classrooms and furniture that are flexible and support a variety of instructional groupings and co-teachers, including work spaces for both teachers.
    - Collaborative learning spaces include design considerations to support student engagement (i.e.multiple writing and projection systems, sound level - both amplification and sound reduction as needed, sight lines, sensory supports for movement and lighting such as full spectrum lighting and dimmers, etc.)
    - Fluid instructional and learning spaces allow students to have choices based on instructional activities, groupings, and individual needs.

  - Access to technology for multiple teaching stations, for students to access in small group spaces, etc.

- Priority is given to dedicated specialized services programming space and facility needs at each site.
- Specialized services staff members have dedicated work spaces with access to technology and other resources needed to support their work.

Student Services

Special Education Services are provided through push in and pull out models. Shifting to more co-taught instruction in core content areas is the long term goal..

- Resource Rooms -
  - Confirm 2 Resource room spaces at every elementary site.
  - If Resource rooms are shared, a separate office space should be available as teachers need privacy for their prep time to make calls and consult with others
  - High schools can have between 7 and 12 Resource teachers so classroom space needs to be available for them to teach.
  - Flexible instructional spaces for multi-grade level instructional support.-- need similar flexible seating arrangements as provided to other classrooms--ability for teachers, ESP staff to work in small groups with 1-4 students. Resource rooms require doc cams and interactive TV monitors.
- Motor Rooms - at every site--more than one at each elementary if the site houses self-contained programs-functions as classroom space for OT staff
  - about the size of an office--located in close proximity to support Connect and Skills programming--must be able to accommodate a swing and should include VPK.
- Calming Rooms--not the same space as the Motor Room--small space--about the same size as an office--able to accommodate 2-3 people. Requires a variety of sensory materials.
- Connect self-contained classrooms- function as flexible instructional spaces for multi-grade level instructional support.-- need similar flexible seating arrangements as provided to other classrooms--ability for teachers, ESP staff to work in small group settings with 1-4 students. Students need access to a sensory space. Connect rooms require doc cams and interactive TV monitors.
- Strategies self contained classrooms - Classrooms function as flexible instructional spaces for multi-grade level instructional support. The program needs similar flexible

seating arrangements as provided to other classrooms--ability for teachers and ESP staff to work in small group settings with 1-4 students. Strategies rooms needs close access to the calming room or break-out space connected to the classroom

- Skills self contained classrooms- function as flexible instructional spaces for multi-grade level instructional support (need similar flexible seating arrangements as provided to other classrooms--ability for teachers/ESP staff to work in small group setting with 1-4 students), space for mobility equipment to be moved around the room, all work surfaces/tables accessible for each student including those with mobility support needs. Needs close access to an ADA compliant bathroom and close access to a bathroom large enough to accommodate an adult changing table or separate changing table area.
- Deaf/Hard of Hearing (DH/H) programs at FB, OMS, OSH
    - One classroom per site with work space for two teachers at each site
- Transition (OEC) needs 3-4 vocational/work lab spaces which are the size of a large classroom, independent living lab (mock apartment), multiple kitchen spaces to allow for cooking skills instruction, storage space for large equipment (standers, motor equipment, adaptive equipment), multiple conference room/meeting room spaces as meetings are held with community/county agencies as well as families, large group flexible learning spaces, large motor classroom, accessible outdoor spaces, multiple calming/sensory rooms and classrooms for up to 12 teachers
- Private office or dedicated space available for SEL SDAS inorder to have confidential meetings/training.
- Psychologists, Counselors - for each staff member associated with this work, need an office space that can accommodate up to 4 people with additional access to conference rooms for large meetings. Each office requires a desk and chair for up to 5 students and one teacher desk and monitor.
- Social Workers need an office or classroom space that can accommodate individual and group sessions, up to 10 students. Each space requires tables and chairs to accommodate 11 people, a teacher desk and monitor.
- Speech Language Pathologists- one instructional space that can accommodate up to 5 people with additional access to conference rooms for large meetings. The instructional space should include an interactive display. If instructional space is shared, a separate office space should be available as teachers need privacy for their prep time to make calls and consult with others. Staff need access to a teacher desk, one table, and chairs for up to 5 students.

- OTs & PTs can share office space; OT needs a space that can accommodate individual and group work, up to 4 students. PTs need a separate space (i.e. a warehouse) to store physical therapy equipment.
- Space at each site for students that require testing in a quiet area (this has been an issue especially at the HS per 504 accommodations- staff with one ESP).
- CBVAT--vocational training space for high schools, which is currently leased. CBVAT programming needs:
    - 3 large labs (Production Lab, PAES Lab, Work Lab) able to accommodate up to 12 students and 4 adults (including space for up to 4 wheelchairs). The work lab and production lab need to be in close, line of site proximity to each other as currently a single teacher oversees both classrooms.
    - a functional kitchen with space for 2 refrigerators and laundry hook-ups, access to bathrooms, a production equipment room (laminator, embossing machine, Veriquest machine).
    - Calming roo.,
    - Program store.
    - Conference room.
    - Office spaces for 4 Work Experience Coordinators and individualized work space for 8 Job trainers (modular office furniture), and space for the program office (copier, teaching/job-trainer related supplies, a desk or work station for on-site supervisor).
    - Multiple storage rooms (it currently has 2 loading dock storage areas with industrial shelving and 3 storage rooms) for seasonal/holiday supplies, contracted work supplies, and production work and the large amounts of consumables for daily production work (colored paper, ribbons, and craft type supplies, etc.).
    - Storage here or elsewhere for the District's OT/PTs 9one large storage room and in space on the loading dock.
    - Storage space here or elsewhere for the district's H/HM youth program (2 storage rooms), and provides an office.

      Storage room for the district's Check & Connect program.
    - The work lab requires 5 large rectangular tables with clearance for wheelchair seating. Flexible seating options. At least 1 standing desk. 3 large shelving units for storage. A storage cabinet, a whiteboard, and an industrial shredder.

- The production lab requires a wheelchair accessible sink (to be shared with the work lab), 4 long high-top rectangular tables, 2 low-top rectangular tables with clearance for wheelchairs, flexible seating for low and high-top tables (stools, adult chairs with arms, etc), at least 2 standing desks, 3 cabinets for supplies, 4 tall shelving units for student work bins, a large white board, and an interactive monitor.
- The PAES Lab requires 8 5-shelf units for the PAES work box curriculum, 3 metal high-top rectangular tables and accompanying stools, 3 rectangular wood top tables and accompanying adult chairs, a teacher desk and a job trainer desk, mini-fridge, microwave, pizza oven, wheelchair accessible sink, 3 student desk-top computers, 2 storage cabinets, a 4 drawer file cabinet, a wall mounted tool storage unit/pegboard and tool hooks, and plenty of outlets for appliances and tools.
- The program requires a separate, somewhat isolated for sound, and well ventilated industrial arts type work space for certain projects that are loud in nature and/or use chemicals requiring ventilation.

- AT/AAC - The AT/AAC program requires 2 large storage rooms with multiple shelving units and cabinets. Separate or enough space for a staging/receiving area where equipment can be checked, updated or reset for storage or distribution. AMple access to power outlets. A separate office or space for 3 teacher desks. The current space (Housed with CBVAT in the Timber Grove building) is a 4 room suite.
- Dedicated space for outside partners i.e school-based mental health --at least one office space per site with phone for school-based mental health providers.
- Consider a possible site for a **school-based clinic** (would need external entrance- access to plumbing (sinks), bathroom, 2 exam rooms- waiting area (with a space for receptionist) a minimum of the size of one classroom that would have access to the above. The School-Based Health Alliance prepared a document in conjunction with Erin Bailey, director of the Children's Cabinet to estimate the cost of setting up a clinic. Costs do not include the cost of coordination, hours of service.

ECSE--

- Space for office cubicles for 20+ Early Intervention staff (services provided in the home) currently housed at Crest View would be better if under one roof in the same site as the Coordinator for communication and service coordination.
- Dedicated space for our youngest learners is an ongoing need as the ECSE program continues to grow, serving about 500 children.

- Space for office cubicles for 6-15 itinerant staff (OT, Psych, ECSE, SLP staff who serve students in the community settings) with additional space for conferences. At least 4 conference rooms are needed.
- Office and work space for 3-4 evaluation teams composed of 4-5 staff, (some staff crossover between teams so they are able to assess students and collaborate with each other (could be a conference room for collaboration).
- At least 4 small rooms to be used for evaluation of students for determination of special education.
- Classroom space at WL(5-6) and ARB (2) to teach students who are in progress of integrating into general education sites. Desk space for the teacher in the classroom. If not, then desk space for these teachers needs to be considered.
- Office and work space for 4-5 teachers who serve students in preschool collaborative classrooms at ARB and WL. Desk space is not in the classroom.
- Private office space for Social Worker, Psychologists and ATPPS coach.
- DHH preschool classroom for up to 7 students currently at CV, move to WL again.
- ECSE classrooms should have flexible seating to accommodate adaptive seating, wheel chairs, walkers, etc. as well as space for storage of play materials. Closet space/cupboards. ECSE student materials are large. Willow Lane has classrooms with bathrooms fit for age group.
- WL and ARB should have a motor and sensory room to accommodate students with sensory needs.
- When selecting new flexible seating furniture for ECSE classrooms, tables are selected that would support the needs of students using mobility supports (wheelchair accessible tables in every classroom).

Health offices--need a dedicated space for each site with a space where the nurse can hold private conversations with families, doctors. Enough beds for multiple students to be cared for--a minimum of three at elementary sites, 4 beds for middle schools and 5 or more beds for high schools. Space for nurses to work with students.

Student Services also has itinerant staff (5 Staff Development Assessment Specialists), 4 District Behavior Specialists with 3 ESP staff, 4 Licensed School Nurses who need a space to work and adequate storage for work related items. At this time, we request space from principals and depending on the needs of their buildings they agree or not. These staff members make

frequent moves so it would be desirable that office spaces be built into a master plan and adhered to.

Student Services Coordinators and Elementary SEBCs-

- Private individual offices for privacy and the hybrid work environment.
- Open meeting spaces in the center of the offices.
- Small group meeting space for up to 10 that is for student services only- not eligible to be signed out by other departments.

Multilingual Learners

Collaborative program model with a combination of push in and pull out support; more of an emphasis on co-teaching and work within the grade-level or content-area classroom.

Programming vision: Language and content instruction are integrated and supported throughout the entire instruction day for multilingual students. This requires close collaboration, including co-teaching, among educators to implement practices that accelerate language development and support cultural ways of knowing and being for multilingual students. Students have regular opportunities to practice using language connected to content in every content area every day; students are speaking and interacting about what they are learning. Each school and classroom is a welcoming environment that prioritizes and celebrates multilingual students and families. Specific and intentional programming to support native language and literacy development along with specific English language development programming is in place across the district. Please see this document for additional details about this vision.

Talent Development, Academic Achievement, Gifted Support

- Classroom spaces to accommodate push in lessons
- Spaces at each site that may be used to conduct small groups and whole class size groups

Title I

- Multiple small groups spaces which can be in the same room
- Classroom spaces to accommodate push in lessons

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Background

In December 2020, Superintendent McIntyre directed Stephen Flisk, Assistant Superintendent to facilitate a Magnet School Programming Study Team. The study team's purpose was to evaluate opportunities for current and potential future magnet school programming, including a Science Technology Engineering Arts Magnet (STEAM) High School as part of the Center for Innovation and Arts (CITA). The team was to make recommendations for future magnet programming and address the current facility needs to support the programming to prepare for a possible bond referendum in 2022 or 2023.

The Magnet School Study Team met with representatives from the Center for Innovations and the Arts (CITA) (see: Appendix A), reviewed the Magnet Schools of America Program Evaluation Report (Appendix B), prioritized magnet school needs based on the report, focused on existing magnet school space needs, and explored potential facility needs for future programming. As a result of the two years of study, the team made recommendations in five key areas; (1) the CITA project; (2) current magnet school facilities, (3) magnet school marketing, (4) district-level coordination support, and (5) exploration of language immersion magnet schools. This report provides a summary of the Magnet School Study Team's work and recommendations.

Osseo ISD 279 was part of the original Northwest Suburban Integration School District (NWSISD) when it was formed in 2001 under a joint-powers agreement due to Minnesota's Desegregation Rule because Brooklyn Center School District became racially isolated. Minnesota's desegregation rule required school districts to come up with voluntary methods of creating desegregated learning environments. In 2002, Osseo became racially isolated. Racially isolated was defined in the desegregation rule as a district where the enrollment of protected students exceeds the enrollment of protected students of an adjoining district by more than 20 percent. The member districts all adjoin one of these two districts and include Brooklyn Center, Buffalo-Hanover-Montrose, Elk River, Anoka-Hennepin, Rockford, Fridley, and Osseo. Funding came through Minnesota's integration funding via the member districts.

Osseo Area Schools first formed magnet schools in collaboration with the seven member districts of Northwest Suburban Integration School District. The original purpose was to reduce racial isolation across the schools in the consortium. NWSISD received a federal grant that

provided initial funding for magnet schools. Originally, the 15 magnet programs were strategically located in all member districts in schools that were racially isolated and schools that were predominately white and included three strands, STEAM or STEM, International Baccalaureate (IB), and Fine/Performing Arts. Osseo started with four magnet schools, Birch Grove School for the Arts, Edgewood STEM, Northview IB Middle Years Programme (MYP) and Park Center Senior High IB MYP and Diploma Programme. Students residing in one of the consortium districts apply through NWSISD to attend a magnet school and if selected, the students are provided with transportation.

Over time, the consortium ended some of the original magnet schools and added others. Osseo moved the Edgewood STEM school to Weaver Lake and added a preschool program at Birch Grove School for the Arts. Osseo also added Brooklyn Middle School STEAM and the Osseo Senior High Health Services magnet program. Northview is no longer a magnet school. Currently, NWSISD includes 2 preschool magnet programs and 23 magnet school programs as part of the consortium. In addition, some of the school districts within the consortium have developed separate specialty programs. This has resulted in other districts in the consortium retaining their resident students rather than having their residents go to one of the magnet schools in another district in the consortium. For example, in addition to the six magnet schools in the consortium, Anoka-Hennepin operates an additional six specialty programs including; Champlin-Brooklyn Park Academy for Math and Environmental Science, Hoover Elementary School - Biomedical, Health Sciences, and Engineering, Lincoln Elementary School for the Arts, Monroe Elementary School - Mathematics, Science and Children's Engineering, Jackson Middle School - A Specialty School for Math and Science and Champlin Park International Baccalaureate Programme.

Osseo Area Schools continues to belong to Northwest Suburban Integration School District and Magnet Schools of America and operates five magnet schools and one magnet school program as part of the consortium. An evaluation of the district's magnet schools was conducted by the Magnet Schools of America during the spring of the 2018-19 school year. In June 2019, the school board received a report on findings and recommendations (Appendix B). In late January 2020, Assistant Superintendents Smith and Flisk along with the magnet school principals met to begin the process of reviewing the recommendations and to determine next steps. The work was put on hold due to the pandemic and the time needed to initiate COVID-19 preparedness plans. The Build a Better Future Magnet Programming study team (BBF Magnet team) resumed this work in March 2021. The team's membership and the steps taken are outlined below in the member section and the process section.

Section 1: Magnet Programming Study Team

The Magnet Programming Study team had a cross-section of participants in the group including all our elementary and secondary magnet principals, assistant superintendents, Department of Educational Equity, and Learning and Achievement representatives.

Members:

- Stephen Flisk, Assistant Superintendent (Facilitator)
- Kelli Parpart, Assistant Superintendent
- Bryan Bass, Assistant Superintendent (2021-22); Michael Lehan (2020-2021)
- Jill Kind, Coordinator
- Robin Gunsolus, Director (2022) Coordinator (2020-2021)
- Godfrey Edaferierhi, Coordinator
- Adrain Pendleton, Principal
- Lena Christiansen, Principal
- Ronald Salazar, Principal
- Kim Monette, Principal
- Heather Miller-Cink, Principal
- Sara Vernig, Principal
- Kim Riesgraf, Consultant
- Duane Wardally, Director (2021-22); Rev Hillstrom (2020-2021)

Meeting Dates:

1/15/21, 2/24/21, 3/1/21, 3/16/21, 3/23/21, 4/7/21, 4/20/21, 5/6/21, 5/13/21, 5/25/21, 6/17/21, 11/8/21, 1/19/22, 2/16/22, 3/16/22, 4/6/22, 4/13/2022, 4/20/22, 5/20/22,12/6/22, 1/5/23

Site Visit Dates:

5/11/21, 6/10/21, 6/1/22

Process Steps:

- Convened BBF Magnet Programming Study Group meetings beginning in the winter of 2021 through June 2022
- Participated in presentation on CITA by Jay Stroebel, City Manager of Brooklyn Park, Rolando Garcia, President of NHCC, Kim Berggren, Brooklyn Park Community Development Director (Appendix A)
- Reviewed Magnet Schools of America Final Report (Appendix B)

- Prioritized MSA recommendations and identified potential site and district action steps for prioritized MSA recommendations (Appendix C)
- Reviewed Magnet Schools of America Gap Analysis (Appendix D)
- Discussed Elementary (Appendix E) and Secondary (Appendix F) Gap Analysis and took notes
- Reviewed preliminary CTE Work Group proposed specialty strands
- Reviewed MSA presentation summarizing high priority recommendations and gap analysis (Appendix G)
- Received presentation on current magnet schools and programs (Appendix H) from principals at each school
- Discussed areas of focus for magnet school facilities
- Provided school board update at a May 2020 work session
- Identified current and future facility needs to implement facility space assumptions
- Determined square footage facility to meet magnet school facility needs
- Considered language immersion pathway including meeting virtually with two other districts
- Provided a school board update in a presentation document dated May 2021
- Discussed specific facility assumptions for each of the magnet schools including square footage calculations
- Drafted report and recommendations

Section 2: 2020-21 School Year Summary

Center for Innovation and the Arts

The Center for Innovation and the Arts (CITA) is a partnership project that includes North Hennepin Community College, Hennepin County, the City of Brooklyn Park and others. The Center for Innovation & The Arts @ Brooklyn Park (CITA) is to be located on the northeast corner of 85th Ave North and West Broadway. It will be an education destination, a dynamic and inclusive center focused on leveraging resources of multiple partners to create a flexible facility that will greatly increase educational opportunities for students, increase economic prosperity, and advance the quality of life in Brooklyn Park and surrounding communities.

Osseo has been a supportive partner of the project since 2017, when former superintendent Kate Maguire participated in visioning for the project. In 2019, former interim superintendent Jim Bauck provided a letter of support for a state capital bond request to finance part of the project. In 2020, a CITA advisory team was formed. Ron Meyer, Executive Director of Finance and Operations followed by John Morstad, and Board Member Tanya Simons represent Osseo on the advisory team. A part of the CITA discussion was the possibility of a STEAM High School connected to the NHCC campus, the CITA and Brooklyn Park Library.

In February 2021, a subgroup of the BBF Magnet Team met regarding CITA with Jay Strobel, Brooklyn Park City Manager, Kim Berggren, Brooklyn Park Community Development Director, and Rolando Garcia, NHCC President. The CITA leaders provided the team with a presentation that outlined the project (Appendix A). Phase 1 is the Center for Innovation and the Arts. A tentative Phase 2 may be a small STEM high school on land adjacent to the CITA. President Garcia described other models for integrating high school students into campus programs that he had experienced in the past.

The subgroup shared the information with the larger BBF Magnet Team for discussion. In summary, the BBF Magnet Team acknowledged that Phase 2 was an interesting idea but questioned the viability of a small STEM high school due to costs, transportation and the potential duplication of programming currently offered at all three comprehensive high schools in the district. The team was also concerned that there has not been time to gather data on the impact of the addition of the new 279 online program on high school enrollment.

The team agreed that our partnership with NHCC is important for students. The team also discussed the possible benefits of the CITA once Phase 1 is complete and recommended that Osseo continue to support the project. The recommendation is to Continue to develop and strengthen partnership with North Hennepin Community College (NHCC) and the City of Brooklyn Park on the Center for Innovation and the Arts project through participation in the advisory committee and College and Career Readiness connections without building a separate STEAM facility for high school students on the NHCC Campus currently. In late October 2022, we learned that the CITA initiative to secure funding for a physical facility had been abandoned due to significant financial challenges in securing and sustaining the project (Appendix L). Osseo remains interested in future partnering opportunities that will benefit our students.

STEAM High School and Career and Technical Education (CTE)

The BBF Magnet Team had several members who were also on the Career and Technical Education Programming team. Two of these members, Jill Kind, Coordinator of Learning and Achievement and Godfrey Edaferierhi, Coordinator of Career and College Readiness presented the preliminary proposal for CTE at the high school. All three comprehensive high schools have robust science, technology and engineering courses including Project Lead the Way, high performance classes in the sciences and extracurricular activities aligned with science, technology and engineering. The CTE work group proposed offering CTE specialty programs at each high school and providing transportation to allow students to participate across all three high schools. Two specialty CTE programs are already well established including the Opportunities in Emergency Care and Automotive Services at Osseo Senior High. Other programs are emerging based on student interest and include business, construction, finance, marketing, education, and engineering. Current high school STEM and fine arts programming already exist at each high school. Once the new CTE specialty programs are established the district could highlight STEAM at all three high schools to strengthen the STEAM pathway. In May 2021, the team did not recommend pursuing a new magnet high school due to the proposed cost, the small scale (400 seats) and the uncertain impact on secondary enrollment of 279online.

Analysis of Magnet Schools of America Report and Gap Analysis

The BBF Magnet team spent several meetings analyzing the Magnet Schools of America (MSA) Report and recommendations. The report provided data around diversity, attracting students and student achievement with recommendations for each.

The Magnet Study Team expressed concerns about low student achievement and the racial isolation in most of Osseo's magnet schools. Also a concern is the loss of resident students to

other districts and to charter schools. Based on these results, the Magnet Team thought that strengthening the existing magnet schools was a priority that would help address these concerns.

The team discussed each MSA recommendation, determined which MSA recommendations were a high, medium, low or no priority and made suggestions for implementation of high priority recommendations at the district department and school levels (Appendix C). Thirteen of the 27 recommendations were viewed by the team as high priority. The themes of the high priority recommendations included coordination of magnet programming, improved marketing, specialized professional development, and the alignment of magnet programs pathways or strands within the Osseo School District to retain resident students.

The BBF Magnet Team discussed the need for improved marketing to resident families about Osseo's magnet programs and the pathway through the district. It was clear from the evidence that most of the other NWSISD districts have clearly defined pathways. This resulted in not only helping these districts keep more of their resident students, but the districts also kept students who enrolled in magnet programs through the consortium. Improving marketing that "scream the theme" of Osseo's magnet schools and outlines opportunities for each theme at the elementary and secondary levels was seen as essential. The team recommends that magnet school leaders and the Community Relations department develop a marketing and communication plan for magnet schools including clarification of magnet program pathways. In 2021-22, the Community Relations Director took some initial steps by identifying each of the magnet schools on our website, attending a study team meeting and talking with each magnet school principal.

The Magnet team then reviewed the MSA Gap Analysis (Appendix D). The team discussed possible future magnet programs at the elementary and secondary levels and the need to understand what families want to determine what magnet programs will increase student recruitment (Appendices E and F). A presentation summarizing the high priority recommendations and the gap analysis discussion can be found in (Appendix G).

The Magnet Team asked that each of the magnet principals provide a presentation on their school with information on alignment of the program and pathway and facility needs (Appendix H). One theme that emerged was the need to strengthen the magnet pathways within Osseo. Another theme was the need for specialty spaces related to the magnet theme at each building. Specialized spaces are essential at each magnet school to deliver the magnet school value-added standards. This means that it is necessary to set aside these specialized spaces from the assumptions used in determining classroom and enrollment capacity at district magnet schools.

The team discussed several possibilities, including (1) expanding Weaver Lake STEM to STEAM and strengthen partnership between Weaver Lake and Zanewood by defining a process that ensures STEAM programming and partnership that benefits both schools, and (2) call out and market STEAM at all three high schools to strengthen this pathway within the school district rather than create a new magnet high school at this time.

In a presentation to the BBF Magnet team, each magnet school principal also discussed specialized facilities that are used at their school and future facility needs (Appendix H).

Elementary principals also had the opportunity to describe future facility needs during the site visits as part of the Next Generation Learning Spaces audit. The BBF Magnet team recommended revisiting enrollment capacity/space assumptions at magnet schools in recognition of needed specialty spaces identified in the 2021 Next Generation Learning Spaces audit that should not be included as part of the capacity calculation.

Gap Analysis and Future Magnet School Programming

The Magnet Schools of America Gap Analysis discussed considerations for future magnet programming in Osseo to improve the data related to attracting student diversity and attracting students. The MSA report discussed the lack of world languages in the consortium and within Osseo. The BBF Magnet team discussed the addition of heritage world language magnet programming at the elementary and secondary levels to attract and retain resident student and compete with nearby charter schools (i.e. Noble Academy, New Millennium Charter School, Prairie Seeds Academy, etc.) and determining if a language immersion program would be appropriate to attract and retain students based on survey information and the refreshed district vision for Osseo Area Schools magnet programming.

BBF Magnet Study Team 2020-21 Preliminary Recommendations

The BBF Magnet School Study team discussed several preliminary recommendations designed to strengthen the existing magnet schools and programming within Osseo Area School and refreshing Osseo's vision for magnet schools. The team prioritized student achievement for students attending district magnet schools, improved coordination across magnet schools and pathways, specific marketing of district magnet schools and attracting resident students to enroll in district magnets instead of elsewhere. The Build a Better Future Magnet Programming Study team considered the following recommendations.

- Continue to develop and strengthen partnership with North Hennepin Community College (NHCC) and the City of Brooklyn Park on the Center for Innovation and the Arts project through participation in the advisory committee and College and Career Readiness connections without building a separate STEAM facility for high school students on the NHCC Campus at this time.
- Revisit enrollment capacity/space assumptions at magnet schools in recognition of needed specialty spaces identified in the 2021 Next Generation Learning Spaces audit that should not be included as part of the capacity calculation**.** This was implemented in collaboration with the district facility team and WOLD Architects and Engineering (WOLD) in the Fall of 2021.
- Consider Weaver Lake STEM to STEAM and strengthen partnership between Weaver Lake and Zanewood by defining a process that ensures STEAM programming and partnership that benefits both schools**.**
- Develop a communication strategy that highlights the existing and very robust high school science, engineering, technology, and arts programming in all three high schools to help families recognize these opportunities as part of the STEM and STEAM pathway in Osseo.
- Improve district-level coordination of magnet schools.

- Develop a robust marketing and communication plan for magnet schools including clarification of magnet program pathways in coordination with the Community Relations department.
- Ensure that the district identifies additional funding to support the Zanewood STEAM program after the federal magnet school grant expires in Fiscal Year 2023.

Section 3: 2021-22 School Year Summary

During the 2021-22 school year the study team's work focused in three areas: (1) identifying facility needs to support current magnet school programming, (2) collaborating with community relations staff to enhance future marketing of Osseo's magnet schools and (3) exploring a language immersion pathway for the school district.

Identified facility needs

Our primary charge focused on our magnet school facilities in order to prepare for a possible bond referendum. To determine magnet school facility needs, each magnet school principal and district facilities team representatives joined by WOLD architects visited the magnet elementary schools and middle school to document the facility's needs. The two high schools were visited as part of the Career and Technical Programming Work group. The school visit observations were used to generate magnet school planning assumptions: list of space needs Appendix L focused on each magnet school's specialty, including science labs, makerspaces (collaborative workspaces for making, learning, exploring, and sharing using high tech to no tech tools), engineering labs, upgraded outdoor learning spaces, performance spaces and improved storage. Maps of each building were completed showing the magnet spaces based on these assumptions. The diagrams contained information on capacity, November 2021 enrollment, 2026/27 projected enrollment and a rough floor plan of the school. The floor plan was color coded to show elementary/secondary space assumptions, site-based special education, flex spaces and magnet programming spaces. Appendix J-1 shows Birch Grove, Appendix J-3 shows Weaver Lake, Appendix J-4 shows Zanewood, and Appendix J-2 shows Brooklyn Middle School.

The team along with WOLD Architects and Engineering used the assumptions and the maps to determine future square footage estimates needed for determining costs.

Furnishings and Fixtures

The team also identified a need for flexible furniture that doubles as storage and improved student workspace, upgraded electrical for enhanced project work and flexibility in their learning spaces. Several of our leaders have had the opportunity to visit Rice Lake and see how some of these elements are incorporated into the addition/classrooms. The visit has excited these leaders to envision different opportunities for their buildings that will enhance their instructional spaces, including improved ways to better showcase student work and projects in their buildings. Also, these improvements were identified as some potential ways to attract and retain students in our schools. During school visits and tours, having attractive, welcoming, and

engaging learning spaces would help promote and demonstrate our district's investment in student learning.

Future marketing

A significant topic of discussion in the study group was the marketing of our existing magnet programs. The NWSISD collaborative consisting of Osseo, Anoka-Hennepin, Elk River, Buffalo-Hanover-Montrose, Rockford, Fridley, and Brooklyn Center is limited in what administration can do to market individual district magnet schools. This typically has involved flyers, mailers, and pre-pandemic information fairs. Therefore, our study group has explored how we can do more in our district to promote our schools proactively. Kay Villela collaborated with the study group to discuss both the general and specific needs of each school. She has started meeting individually with each of the magnet school principals to identify how to support their unique marketing ideas. As a result, there have been some preliminary moves to add a dedicated space on the district's website to better showcase our magnet schools. A desired outcome of this collaboration will be a marketing plan for our magnet schools.

Exploration of language immersion

The study group's approach to investigating new programming, specifically creating an immersion pathway in Osseo is through the lens of future space and enrollment capacity.

Last fall, Stephen Flisk, had an opportunity to visit Will Rogers elementary school in Colorado Springs and met with the administration, teachers, and district level representatives, who shared both their progress and challenges with growing a new immersion program. Although in their first year of implementation, it was a joy to see and hear the excitement of the students and staff. Assistant Superintendent Flisk reported his observations to our team.

The study group reviewed the district's projected enrollment/capacity data and modeled some potential scenarios for future consideration. Although it is not the committee's focus to develop the actual program model, the team explored several options that the district could consider including, a strand approach within an elementary school similar to Will Rogers Elementary in Colorado, or a whole school implementation similar to Minneapolis. In each scenario, program enrollment would grow over time. The study team's intent was to do some pre-work to identify the viability of an immersion pathway balanced with the potential space needs and future capacity. For each scenario, the study group identified some initial strengths, weaknesses, opportunities, and threats (SWOT). The language immersion program modeling was shared with both the district facilities representative and WOLD for feedback.

After the team's initial discussions on language immersion, the team invited experts to a study group meeting. The study group met virtually with Claudette Murtha, Director of Global Education for District 11 in Colorado Springs, and China Guzman, principal of Las Estrellas, formerly known as Sheridan Spanish Immersion in Minneapolis Public Schools. Each school is currently at different stages of implementing Spanish immersion programming. Colorado Springs began with a K/1split as they had uneven enrollment into the new program but significant capacity in the school with the plan to add a grade each year to form a language immersion

strand within the elementary school. Minneapolis started Las Estrellas with two Kindergarten classes seven years ago and as result of Minneapolis Public Schools Comprehensive Redesign converted to a whole immersion school this past academic year. Also, we heard clearly from both Murtha and Guzman, that staff buy-in and marketing must be considerations when planning for successful implementation.

The language immersion work was exploratory and so the results did not constitute any location or model recommendation from the study group. We also assumed that we would need to consider future enrollment capacity for middle school and high school immersion programming.

As a result of the visit and meeting with experts, one clear takeaway is that to be successful the district must take time to research the viability of language immersion programming and involve a wide range of stakeholders in decision making. This would help our district avoid some of the pitfalls that each of these districts faced when implementing their immersion programming.

Section 4: BBF Magnet Study Team Final Recommendations

Enhanced Coordination

The coordination of magnet programs in Osseo is not currently assigned to a specific district-level leader or department but is supported financially through DOEE/Achievement and Integration budget. While coordination is an identified priority, the study team stressed that the current level of funding should not be reduced because of any new structure. In addition, the study team identified that better magnet school coordination would help address the curricular, professional development, and budgetary needs of current and future magnet schools. We discussed a potential supporting and reporting structure for magnet schools to enhance the experience and strength of our programs and help coordinate and support any future programming or expansion in Phase II of BBF. More work needs to be done.

- Identify as strategic learning work a new district leadership structure to support and coordinate district magnet schools in the 3-year Departments of Education Equity and Learning and Achievement strategic fall 2022 operational plans.

Language Immersion Taskforce

The study group discussed what potential next steps the district should consider regarding investigating the feasibility of adding a language immersion pathway. The magnet study team discussed the creation of a task force to include teachers, parents, students, facility, EM-O and critical district staff charged with recommending actions and timelines for implementing a language immersion program. The task force would need to consider all elements, including but not limited to a specific language(s), program model, planning time, locations, staffing, budget, and district coordination. The specific structure of the task force should be determined by the new leadership team assigned magnet coordination responsibilities.

Magnet School Facilities

The study team along with a district representative and WOLD completed a set of magnet school facility assumptions and square footage needs for remodeling and/or additions (Appendix I, Appendices J-1, J-2, J-3, J-4, Appendix K). WOLD and the district facilities team will determine estimated costs and submit the cost estimates to the Oversight Task Force to determine priorities.

Appendix A: Center for Innovation and the Arts Presentation
Appendix B: Magnet Schools of America Final Report
Appendix C: Prioritization of MSA Recommendations and Implementation Suggestions
Appendix D: MSA Osseo Gap Analysis
Appendix E: Magnet Program Elementary Gap Analysis Notes
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Appendix G: Presentation Summary High Priorities and Gap Analysis
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Appendix L: CITA Letter

Report to Osseo Area Schools
Magnet School Review

Magnet Schools of America

National Institute for Magnet School Leadership

June 2019

June 2019

Report to Osseo Area Schools
Magnet School Review

Magnet Schools of America National Institute for Magnet School Leadership

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Acknowledgements

Magnet Schools of America (MSA) would like to express our sincere appreciation to Patrick Smith, Steve Flisk, and Kelli Parpart, Assistant Superintendents of Osseo Area Schools, and Ronald Meyer, Executive Director of Finance and Operations of Osseo Area Schools, for raising the questions about the overall quality and purpose of magnet programs and schools in Osseo Area Schools. We would also like to thank Melissa Jordan, Executive Director of Northwest Suburban Integration School District, for her support in gaining access to magnet application and magnet review data for Osseo Area Schools.

The National Institute for Magnet School Leadership (NIMSL) of Magnet Schools of America (MSA) has taken exceptional effort for this project. However, it would not have been possible without the support and assistance from the district and the schools. To the many district staff and the many principals and teachers we met along the way, thank you for sharing your passion and commitment to teaching the students in the district. You were extremely receptive to our visit, our observations, and our inquiry.

We also wish to thank the members of the evaluation team and staff who supported the project. In addition to the Director of NIMSL, Kelly Bucherie, and her Coordinator, Ashley Rubenstein, they include team lead, Beth Cochran, and consultant, Billie Rayford. Additionally, Scott Thomas served as an advisor for the project. Your commitment to this project, professionalism, high-quality magnet expertise, feedback and suggestions were above reproach.

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Background

As Minnesota's fifth-largest school district, Osseo Area Schools in Hennepin County, Minnesota serves all, or parts, of Brooklyn Center, Brooklyn Park, Corcoran, Dayton, Maple Grove, Osseo, Plymouth, and Rogers.

Osseo Area Schools is a member of the Northwest Suburban Integration School District which is a collaborative of seven school districts in the northwest metro area of Minneapolis. The Northwest Suburban Integration School District was created in 2001 through state legislation called Achievement and Integration for Minnesota to help integrate the schools in the northwest metro area of Minneapolis. The purpose of the Achievement and Integration for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. Osseo Area magnet schools started in Osseo with their first Magnet Schools Assistance Program Grant in 2004.

In May 2019, a team of experts contracted by the National Institute for Magnet School Leadership (NIMSL), a leadership development platform and technical assistance arm of Magnet Schools of America (MSA), conducted site visits at three elementary schools, one middle school and two high schools. A report was prepared that measured each of the six magnet schools against the Five Pillars and Ten Standards of Magnet School Excellence and answered three essential questions for each school.

- **Are Osseo Area magnet schools diverse?**
- **Are Osseo Area magnet schools attracting students?**
- **Are Osseo Area magnet schools promoting achievement?**

Every magnet school has its own story to tell. School-wide thematic instruction provides opportunities for profound and enhanced learning outcomes. When implemented with fidelity, and in its most desirable state, these programs are often identified as high achieving and sustainable. The theme also influences the way a school system stays faithful to its vision by providing evidence-based indicators of success. Many factors in this report contribute to the overall narrative of the story in each magnet. The purpose of the review was to provide Osseo Area Schools with a strategy to build upon its strengths and leverage challenges as opportunities. By doing so, the public and members of the community will have a better understanding of how the magnet schools are a vital part of the system itself.

Methodology

Using a multi-faceted system of data analysis, information from parent/community focus groups, district interviews, and school site interviews, a team of magnet experts conducted site visits in May 2019. In preparation for the visits, experts studied individual school artifacts the week before each school was visited. At the sites, the MSA team conducted walk-throughs and interviews with staff, students, parents, and community members. These components were used to determine if schools were attracting students and promoting achievement and diversity. MSA utilized the Five Pillars of Magnet Schools and Standards

of Excellence – essential attributes of successful magnet schools, officially adopted to assist magnet schools and districts as they strive to promote best practices for diversity, equity, access, and academic excellence.

- **Fifty percent of Osseo Area magnet schools exceeded expectations in theme and curriculum fidelity.**
- **Thirty-three percent of the Osseo Area magnet schools exceeded expectations in professional development, leadership and family engagement/communication.**
- **Over eighty percent of Osseo Area magnet schools met expectations in student recruitment and selection, instructional fidelity and community engagement/ partnerships.**
- **Sixty-seven percent of Osseo Area magnet schools met expectations in professional development, leadership and family engagement/communication.**
- **Less than thirty-five percent of Osseo Area magnet schools met in diversity and equity**
- **Less than twenty percent met in student achievement.**

(Individual school ratings are available in the Appendix).

The following findings, recommendations, and cycle of improvement opportunities are the result of bringing together experts who lead, design, and evaluate nationally recognized magnet programs throughout the United States. Using the MSA National Standards of Excellence, the review process was thorough, comprehensive and consequently, will yield many opportunities for Osseo Area Schools to continue to improve the magnet school experience for students and families. It is our hope that this report will be meaningful and of use to the magnet programs and all schools across Osseo Area Schools for years to come. Osseo Area School's awareness and commitment to diversity and choice should serve as a pillar of example for other districts that strive for equity and excellence for all students. With diligent work and exercise, the implementation of the changes recommended in this report will serve as a cornerstone and a foundational document for the community. It is the goal of MSA to promote opportunity, equity, transparence, and preparation for all students, so they may have the skills to thrive in a global society.

Findings

As a result of spending a full day at each of the school sites, conducting interviews, and reviewing data, MSA made the following findings:

Are Osseo Area magnet schools diverse?

- There is consistency on the magnet application process from school to school using the Northwest Suburban Integration School District Magnet Lottery Process.
- Open enrollment procedures within Osseo Area Schools and outside the Northwest Suburban Integration School District may interfere with the integration goals of the Northwest Suburban Integration School District.
- There seems to be less ownership of the school integration goal with Northwest Suburban Integration School District handling all of the magnet application, lottery, transportation and placement of magnet students.
- There is no evidence of a district-wide marketing event, such as a Magnet Fair, to market Osseo Area Schools.
- It appears very little communication exists between the schools on the same pathway.
- Individual schools conduct parent tours and host an open house.
- The district provides financial support to provide professional development in theme-based

education instructional strategies and additional teaching positions to support the theme.

- All magnet students receive magnet transportation to any magnet school in the Northwest Suburban Integration School District.
- Individual schools are responsible for a lot of the marketing of their schools with some support from the Northwest Suburban Integration School District.
- Diversity that reflects the district and community is not consistent in schools and within the classroom.
- There is little evidence of targeted recruitment at the district or school level to achieve diversity.
- The Northwest Suburban Integration School District has a clear purpose for magnets within the collaborative, but there is little evidence of a clear purpose for magnet schools within Osseo Area Schools.
- Weaver Lake and Osseo Senior High are the only magnet schools that reflect the demographic makeup of the district.
- Staff at the magnet schools does not reflect the diversity of the students in the district.
- Parents at several of the magnet schools would like to see the themes showcased more in the community.
- Some magnet schools are total magnet, and some magnet schools have neighborhood attendance zones and magnet students.

Are Osseo Area magnet schools attracting students?

- Some of the magnet schools do a better job than others of having visual evidence of the theme at school sites.
- The process for determining open magnet seats, particularly in magnets with attendance areas, needs clarity.
- Most of the schools have a well-developed curriculum or are in the process of developing a well-developed curriculum, that provides differentiated units and lessons based on student needs.
- There is limited vertical and horizontal progression between and among the schools and programs.
- There is little evidence of principals being provided sufficient training to lead and support theme-based schools.
- Principals and Curriculum Integration Specialists are not given time to collaborate with each other to support theme-based schools.
- Most of the magnet themes revolve around STEM.
- School facilities support the magnet theme.
- Schools do a good job of trying to implement their themes with fidelity.
- All schools have Curriculum Integration Specialists to support theme integration.
- Some of the magnet schools are not attracting students that help to integrate their school
- There are K-12 magnet pathways for students within the Northwest Suburban Integration School District but not within Osseo Area Schools.
- Some schools “Scream the Theme” more than others.
- There is evidence that Osseo Area magnet schools have partnerships with organizations that support the implementation of the curriculum and preparation for future careers and college readiness for students, but there is no evidence of district support in securing these partnerships.
- There is some evidence of policies and communication for family engagement, support, and stakeholder input.
- There are some parent advisory groups, and some but not all, make recommendations regarding magnet school operations.

- Schools provide some train the trainer professional development opportunities within the school, but staff have limited opportunities to attend professional development opportunities outside of the school and district related to their magnet theme.
- The district conducted a School Choice Study with parents in 2016 including questions about theme and diversity attractiveness.
- Policies and documentation of communication/support are evident but may not be systemic.
- Public meetings or outreach to inform the community about the magnet theme implementation is not consistent.

Are Osseo Area magnet schools promoting achievement?

- There is evidence of district professional development on cultural proficiency and the CLEAR model.
- There is little evidence of dedicated personnel at the district level to facilitate best practices between and among similar themes.
- There is evidence of schools having Curriculum Integration Specialists and some dedicated positions in the school to support magnet theme implementation.
- There is some evidence of tiered levels of research-based instruction or formative assessments related to the theme.
- Magnet themes are not reflected in School Improvement Plans.
- There is little evidence of school wide integrated problem solving and student collaboration to improve student achievement.
- There is some evidence of the use of multiple strategies to address narrowing the achievement gap.
- With a few exceptions, there are large achievement gaps among students.
- There is some support for embedded professional development, collaboration, and articulation to address student achievement within the context of the magnet theme.
- Administrative selection is not any different for magnet schools than non-magnet schools in the district.
- The historical perspective to prevent racial isolation and eliminate pockets of underperforming schools is unclear within the magnet schools.
- There are no dedicated personnel at the district office to support magnet theme integration for rigor that leads to school and district improvement.
- There is some evidence of resources needed for the support of innovative efforts to improve student achievement in the magnet schools that comes from Academic and Integration funds.
- Some schools are either part of a Magnet Schools Assistance Program Grant, or were in the past, and some schools are not, which impacts funding at those schools.
- Most schools do not have structured collaboration time for theme-based curriculum development.

Recommendations

Based on the above findings, MSA is making the following twenty-seven recommendations. We believe that the recommendations should not be taken individually, but rather as part of a larger process that will require additional planning and design. Even though the district met or exceeded in eight of the ten National Standards of Magnet School Excellence, there are still some areas for improvement within those eight standards in addition to the two Standards that only one school met or exceeded expectations.

1. Provide support for schools to develop strategies to "Scream the Theme" in their hallways and classes and throughout the community.
2. Have Osseo Area Schools work closely with the individual principals and the Northwest Suburban Integration School District to come up with a process to determine open magnet seats particularly in magnet schools with attendance zones.
3. Increase current marketing and recruitment plans to include an annual review that uses student application data and indicators of success that results in reduction of minority group isolation.
4. Consider making Osseo Senior High a whole school Magnet instead of a small magnet within the school to have a STEM High School in Osseo.
5. Develop a process to build a community task force that can clarify the history, purpose, mission, and goals of the magnet programs, and ensure that all stakeholders have access to this information. If the purpose is the same as the Northwest Suburban Integrated School District, then ensure that purpose is known and shared by all.
6. Use the magnet schools to develop a framework to enhance diversity, equity, and inclusion in all of Osseo Area Schools.
7. Build capacity within and across leadership teams to ensure all classes and programs in the magnet school are fully and consciously integrated to reflect the diversity of the district and community.
8. Ensure alignment of Minnesota's Achievement and Integration legislation and planning for future growth in the district.
9. Set a goal and create a process to improve undersubscribed and low achieving magnet schools and programs. Through this process, affected schools would submit a plan that specifies how they will address theme integration, targeted student recruitment, and professional development. Using MSA's Cycle of Improvement, Osseo Area Schools should determine which schools have demonstrated success.
10. Identify exemplary models of magnet programs in other districts to compare and develop a network of support to ensure relevancy and continual improvement.
11. Identify magnet models in Osseo Area Schools. (See Ratings in Appendix)
12. Review funding for theme-based professional development using theory, research, and practice that will support the full integration of the magnet curriculum for all students at all magnet schools. Funding should be differentiated by the size, level, and need of the magnet school.
13. Ensure that there is theme specific professional development for staff at all magnet schools giving staff opportunities to learn from other districts across the country
14. Organize a means for collaboration between and among schools and district staff to provide leadership and support.
15. Ensure that all magnet schools address their magnet theme in School Improvement Plans.
16. Continue to develop a district and school process for encouraging and developing strategic business partnerships that enhance the theme and provide career and college preparation. At the high school level, these should include internships.
17. Offer more clarity and communication about the connections between elementary, middle, and high school pathway options.
18. Provide marketing materials, applications, and choice information to target market areas where schools are not identified as being Racially Isolated by the state (ex. Maple Grove, Rice Lake, etc.).
19. Ensure that schools know where the target market areas are to recruit students from to diversify their schools.
20. Conduct focus groups in target market areas to see what would make some of the undersubscribed magnet schools more attractive.

21. As magnet schools grow in the district, consider other themes besides STEM to broaden choices for parents and perhaps attract students from surrounding districts.
22. Host at least one district-wide recruiting event in the target market area of Osseo Area Schools.
23. Devise a plan for collaboration time with teacher and curriculum specialists that will be a structured part of weekly planning for each magnet school.
24. Ensure that tiered levels of intervention are successfully implemented at each site to eliminate disproportionality of student achievement based on race, gender, socioeconomic status, etc.
25. Provide support for magnet schools to analyze student achievement data by demographic groups and conduct ongoing research and evaluation of student outcomes to ensure that they become more inclusive, accessible, and equitable.
26. Develop and implement a viable and sustainable financial plan for the magnet program that includes designated district level staff to ensure delivery of high-quality options and oversight of theme implementation, professional development, marketing and recruitment, and student assignment. This should include consideration of a district level position to oversee magnet programs in the district. Funding for each magnet program should be differentiated by size, level, and need of the magnet school.
27. Continue the district professional development on cultural proficiency and the CLEAR model.

Introduction

The mission of Osseo Area Schools is to inspire and prepare all students with the confidence, courage, and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning. The vision is to provide an effective and inclusive educational experience for staff, families, and learners in an atmosphere where differences are accepted, valued, and supported by the larger education system and its community partners. The values of Osseo Area Schools are to believe that lifelong learning is essential for the individual and community to thrive, everyone has equal intrinsic value, trust is essential to sustaining successful relationships and to achieving results, better decisions emerge when diverse perspectives are intentionally included in a collaborative process, everyone benefits when cultural differences are acknowledged and understood, and individuals are treated respectfully and equitably and everyone can learn more.

To assist in these initiatives, the district asked for assistance from the National Institute for Magnet School Leadership (NIMSL), a leadership development platform and technical assistance arm of MSA, to review the fidelity of six of its magnet programs:

- Birch Grove Elementary School for the Arts
- Weaver Lake Elementary: A Science, Math and Technology School
- Zanewood Community School – STEAM
- Brooklyn Middle STEAM School
- Osseo Senior High Health Science Magnet Program
- Park Center Senior High – An IB World School

The Osseo Area Schools' leadership is eager to receive an assessment of the quality of the magnet offerings and wants to provide greater transparency to the community about the magnet programs as well as begin making school improvement decisions based on the findings and recommendations. The district identified they wanted a review of six magnet schools assessing the success of their programs based on the Five

Pillars and Ten Standards of Magnet School Excellence and how they inform the following three questions:

- ***Are Osseo Area magnet schools diverse?***
- ***Are Osseo Area magnet schools attracting students?***
- ***Are Osseo Area magnet schools promoting achievement?***

The magnet program review examined how each school addressed the MSA Standards of Excellence:

1. Student Recruitment and Selection
2. Diversity and Equity
3. Theme and Curriculum Fidelity
4. Professional Development
5. Instructional Fidelity
6. Student Achievement
7. Leadership and Educator Development
8. District and Magnet Relations
9. Community Engagement and Partnerships
10. Family Engagement and Communication

Vision for Magnet Schools:

Transforming learning and life outcomes for all students

Mission for Magnet Schools:

Students will graduate as responsible citizens prepared to succeed in higher education or in the careers of their choice.

Accolades

Osseo Area Schools have higher than the state average Four-Year and Seven-year Graduation rates for all students and are in the 70th to 89th percentile for Black students' Graduation rate. Osseo Area Schools show higher than the state average progress for English Learners. White students perform in the 90th to 99th percentile in Reading Achievement and the 70th to 89th percentile for Math. American Indian and White students perform in the 70th to 89th percentile in Reading and Math compared to other American Indian and White students in the state.

Osseo Area Schools is the only Minnesota School District honored every year since 2009 as one of the nation's "Best Communities for Music Education." Osseo Area Schools has two of the nation's Best High Schools according to U.S. News and World Report: Maple Grove Senior High and Osseo Senior High. Weaver Lake Elementary: A Science, Math and Technology School is a nationally certified magnet school and was named one of the nation's Top Three Elementary STEM schools in 2015. Birch Grove Elementary School for the Arts and Weaver Lake Elementary: A Science, Math & Technology School have been named 2019 National Magnet Schools of Excellence by Magnet Schools of America, the national association for magnet and theme-based schools. Elm Creek Elementary was named a Minnesota School of

Excellence in 2017. The district's careful stewardship of taxpayer funds is recognized annually by the Minnesota Department of Education and the Association of School Business Officials International.

Through the Osseo Area Schools website, information is available regarding magnet schools in their district. The district is congratulated on its values that speak to equity, diversity and excellence – two of the five Magnet Schools of America Pillars.

The district is to be commended for conducting a review of their magnet programs.

- **Fifty percent of Osseo Area magnet schools exceeded expectations in theme and curriculum fidelity.**
- **Thirty-three percent of the Osseo Area magnet schools exceeded expectations in professional development, leadership and family engagement/communication.**
- **Over eighty percent of Osseo Area magnet schools met expectations in student recruitment and selection, instructional fidelity and community engagement/ partnerships.**
- **Sixty-seven percent of Osseo Area magnet schools met expectations in professional development, leadership and family engagement/communication.**
- **Less than thirty-five percent of Osseo Area magnet schools met in diversity and equity**
- **Less than twenty percent met in student achievement.**

(Individual school ratings are available in the Appendix).

Five Pillars of Magnet Schools of America

Incorporated and designated as a 501(c)(3) in 1994, Magnet Schools of America (MSA) is the national association of magnet and theme-based schools and serves school districts, individual schools and professionals who are members. Today, MSA sponsors programs, events, technical assistance, student scholarships, professional development, and leadership through the National Institute for Magnet School Leadership (NIMSL). There are approximately 4,340 magnet and theme-based schools across the U.S. which are experiencing a renaissance as districts reconsider magnet schools to attract new students, provide choice and innovation, and turn around low-performing schools.

The mission of Magnet Schools of America is to provide leadership for high-quality, innovative, instructional programs that promote choice, diversity, equity, and academic excellence for all students. MSA supports and serves the leaders and teachers of magnet and theme-based schools, while promoting the development of new magnet programs and public schools of choice. It also connects with other professional organizations and encourages partnerships to support magnet programs. More information can be found online at www.magnet.edu.

The theory of action behind magnet schools is based on the idea that all students, no matter where they live or who they are, are endowed with unique interests, talents, and abilities. These interests, talents, and abilities are especially cultivated in a learning community that nurtures and develops them over time. Staff, who often share interests in the themes of magnet schools, are able to create a community of learners who take greater academic risk and engage with other students they may not otherwise engage and learn alongside because they attend a school where others have also been drawn to by the magnet focus. When magnet schools are offered to students, they can then seek schools that are of interest to them. When transportation is provided, a diverse learning community emerges.

The research on magnet schools is robust and clear. Students who attend these schools are more likely to have positive interracial friendships, have lower absenteeism, higher achievement and graduation rates, peer support for student achievement, demonstrate college and career readiness, and much more. A larger sample of research on magnet schools can be found at http://magnet.edu/resources/research-studies.

The landscape of public-school education is shifting to a system of family choice and engagement, personalized education, and innovative teaching practices. Magnet Schools of America's Board of Directors recognized a need to serve this new paradigm. Over the last few years, the board has spent a great deal of time thinking about its role as the national association for magnet schools and how it can best serve its mission. As a result, the organization has made a greater commitment to support the development of high-quality magnet programs and the provision of direct services to members that result in improved magnet schools. In addition, MSA has outlined Five Pillars (or critical features) of effective magnet programs: Diversity; Innovative Curriculum and Professional Development; Academic Excellence; High-Quality Instructional Systems; and Family and Community Partnerships. These Five Pillars framed the review visit conducted for the Osseo Area magnet schools.

Diversity is a cornerstone to offering students a global educational experience. Schools, through recruitment and lotteries, strive to have student populations that are reflective of the community. Culturally competent educational environments model empathy, respect, and working collaboratively with a variety of persons.

Innovative Curriculum and Professional Development is developed to ensure theme based, relevant instruction to students. Effective teaching strategies, emulating from best practices, are implemented through the inclusion of the school's theme. Curriculum is based on high-quality rigorous standards that prepare students for higher education and career success.

Academic Excellence is demonstrated through a commitment to multidimensional instruction focused on the learner's needs. Multiple assessment strategies are employed to monitor student learning, progress, and success. High expectations are clearly articulated, and personalized supports are in place to address the interests and aspirations of all students.

High-Quality Instructional Systems are rooted in well-prepared, well-educated professionals. Teachers and administrators who are student-centered, collaborative, and inquisitive prepare learners to be world ready, workforce ready, and higher education ready.

Family and Community Partnerships are mutually beneficial, offer a system of support, shared ownership, and a caring spirit, and are designed to enhance a theme integrated educational environment. Partnerships with parents are essential for a rich educational experience for students. Community partnerships include a diverse array of stakeholders including business, health and human services, and policymakers to support the education of all students.

As Osseo Area Schools considers its next steps regarding its magnet programs, it would be advised to consider seriously each of these Five Pillars and the Standards of Excellence. As our magnet school experts reviewed the data and toured the school campuses, they looked for indicators that the Osseo Area Schools' magnet programs incorporated each of these Standards.

Methodology

The National Institute for Magnet School Leadership (NIMSL) developed a methodology for the review of magnet programs in Osseo Area Schools in Minnesota that would provide a multifaceted perspective on the success of their programs, especially related to the Five Pillars and Ten Standards of Magnet School Excellence, and how they inform the following three questions:

- ***Are Osseo Area magnet schools diverse?***
- ***Are Osseo Area magnet schools attracting students?***
- ***Are Osseo Area magnet schools promoting achievement?***

The methodology for this review included the following five critical components:

1. **Quantitative data analysis:** We carefully analyzed the school-level data provided by Osseo Area Schools to identify trends and opportunities in magnet school programs. This included multiple years of student achievement data, Minnesota Report Card data, demographic data, and application and acceptance data provided by the Northwest Suburban Integration School District.
2. **Site visits:** A team of two magnet school experts from across the country spent three days in Osseo Area Schools visiting six elementary, middle and high schools with magnet programs. During the visits to each magnet site, the experts conducted interviews and walk-throughs focusing on protocols based on the Standards of Excellence.
3. **Parent/Community Focus Groups:** Five parent/community focus groups were conducted (Osseo Senior High was unable to get parents to come on the day of the visit). Parents and community members were allowed to provide their views of the magnet programs in Osseo Area Schools. The questions focused on the application and placement process, choice of themes, how parents are engaged in the magnet theme, and included opinions and suggestions for improvement.
4. **Interviews:** In both formal and informal interviews, school administrators and district level personnel were asked a multitude of questions to provide context, history, and perspective about the magnet system in Osseo Area Schools. Osseo Area Schools and Northwest Suburban Integration School District were readily available throughout the review to provide NIMSL with any additional information required and to answer specific questions.

Magnet Schools of America believes in a culture of continuous improvement and opportunities for acceleration. Through multiple previous reviews, MSA could combine the stated methodology with a vision for opportunities specifically designed for Osseo Area Magnet Schools. Lastly, using the Cycle of Improvement developed by NIMSL, and in support of the Pillars and Standards, Osseo Area Schools will see their opportunities with clarity. The MSA community promotes this cycle of improvement and has ensured that the National Standards of Excellence set forth a practice for schools and districts to provide optimal opportunities as designed from the Standards as a diagnostic tool.

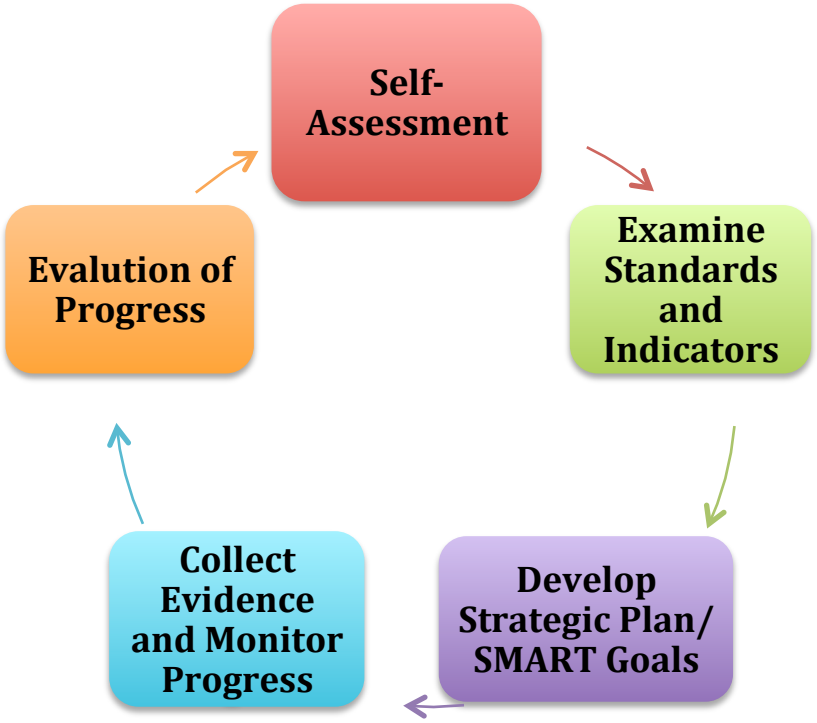
National Standards of Excellence as a Diagnostic Tool

An integral part of determining a magnet school or program's effectiveness is the design and use of a diagnostic tool that reveals details about practices that demonstrate student success opportunities. In preparation for the Osseo Area Schools review, school and district leadership attended a webinar conducted by Magnet Schools of America introducing them to the Standards. MSA developed criteria for purposeful interviews, walk-throughs, data analysis, and focus group dialogue. Each magnet school provided artifacts to support organizational effectiveness in ensuring acceptable and improving levels of student performance. Based on multiple observations and empirical evidence demonstrating eminent strength and important connections to school successes, especially student achievement, the MSA Standards of Excellence are designed to ensure all students are college and career ready.

Performance indicators for each Standard of Excellence have been developed by MSA and are used in the National Magnet Certification program. These indicators are designed with a focus on outcomes and processes and were used as tools for the NIMSL team in this review. Using the indicators, NIMSL developed protocols so that the reviewers could take a deeper dive into the fidelity of administration, the magnet theme, and its instructors emphasizing the capacity of all stakeholders to participate in ensuring student success.

Standards Data

Using critical observations, the NIMSL team determined if each school exceeded, met, or did not meet expectations based on the Standards of Excellence. This report contains findings based on the protocols from the Standards with a percentage report for the overall program and for each individual school. This provides an extraordinary opportunity for Osseo Area Schools to understand their context district wide rather than a simple comparison school to school.



The findings in this report are provided to serve as a tool for the cycle of continuous improvement and not as a measure of quality in and of itself. This data should provide the district a unique capacity to identify and leverage their strengths and opportunities for improvement to significantly impact the Osseo Area Schools' magnet school program options and ultimately impact student college and career readiness.

The following chart depicts overall percentage rating for the magnet programs. Individual school ratings for each standard are available in the appendix.

Standards of Excellence		% Meets Expectations	% Does Not Meet Expectations	% Exceeds Expectations
1	Student Recruitment and Selection	83.3	0	16.7
2	Diversity and Equity	16.7	66.7	16.7
3	Theme and Curriculum Fidelity	33.3	16.7	50.0
4	Professional Development	66.7	0	33.3
5	Instructional Fidelity	88.3	0	16.7
6	Student Achievement	0	83.3	16.7
7	Leadership	66.7	0	33.3
8	Magnet and District Relations	100	0	0
9	Community Engagement/Partnerships	83.3	0	16.7
10	Family Engagement/Communication	66.7	0	33.3

Cycle of Continuous Improvement

MSA believes that each magnet school can and must improve no matter what levels of performance it has achieved in its past. An external team of consultants from NIMSL identified areas of success and improvement for the district and the individual schools. Using the criteria described in the Standards to the recommended priorities, the school/district can identify what elements of practice must be addressed to guide the improvement. MSA recommends the district use the findings in this report to continue to work towards schools becoming magnet certified to continue to improve the magnet programs in Osseo Area Schools.

Recommendation Priorities

The expectations for this review were clearly defined by the district as measuring each of six magnet schools in the district to determine how each school compares to the Magnet Standards of Excellence:

1. Student Recruitment and Selection
2. Diversity and Equity
3. Theme and Curriculum Fidelity
4. Professional Development
5. Instructional Fidelity
6. Student Achievement
7. Leadership and Educator Development
8. District and Magnet Relations

9. Community Engagement and Partnerships
10. Family Engagement and Communication

Through the guidance of our Standards and evaluative criteria focused on the impact of teaching and learning on student performance, the NIMSL team examined the capacity to which the school/district can be guided by effective leadership, and the allocation and use of resources to support student learning and demonstrate a successful magnet school/district. The NIMSL team reviewed, analyzed, and deliberated over several data points and information provided by the district. In the professional judgment of the team, as well as the results of the diagnostic process, recommendations with rationale are provided. MSA proposes that these recommendations be addressed in a timely manner by the district to retain and improve with the steadfast motivating factors with which this review was requested. Recommendation Priorities serve as the basis for the follow-up and monitoring process that should begin upon conclusion of the visit.

The Site Review

Osseo Area Schools welcomed the NIMSL team during the week of May 6-10, 2019. The NIMSL team consisted of two highly trained magnet professionals. Artifacts were placed in Google folders by the schools, prior to the visit, and reviewed by the team member assigned to that school. The team members independently visited assigned campuses arriving at each school site highly engaged with questions based on the Standards of Excellence and the protocols including a leadership interview, a walk-through, an intensive discussion based on each standard, and a parent/community focus group.

MSA and NIMSL would like to extend their gratitude to the extensive number of district staff who met with us while we were in Osseo and the school site leadership for their hospitality. It was evident that all of the schools thoroughly prepared for the visit, providing available artifacts to support the protocol during a very busy time of year. We also want to thank staff for arranging and attending the focus groups that allowed stakeholders to give input and feedback in a non-intrusive setting and format. The focus groups and interviews brought additional insight to these reports and findings. In addition, the Northwest Suburban Integration School District was very helpful in providing information about magnet application and selection data and the schools in Osseo that are identified as being racially isolated according to the Minnesota Department of Education.

Assessment of Osseo Area Magnet Programs/Schools Based on MSA National Standards of Excellence

Each of the six magnet programs in the district has been evaluated using the National Standards of Excellence. Using the standards below, MSA compiled empirical data based on school visits, district data, interviews, and parent/community focus groups. It is important to note that the data for Osseo Area magnet schools has not been nationally normed. All comparative data is confined to the Osseo Area Schools context.

Pillar 1: Diversity

Standard 1: Student Recruitment and Selection

All district and school-based efforts for student selection including marketing, recruitment, entrance and assignment and transportation policies, are designed to ensure equal access for all students and

reduce minority group isolation.

Standard 2: Diversity and Equity

District and school-based policies and activities to attract and retain students support integration. All classrooms reflect the demographic diversity in the district and community, and educators demonstrate a commitment to teaching in a diverse setting.

Pillar 2: Innovative Curriculum and Professional Development

Standard 3: Theme and Curriculum Fidelity

The school's magnet theme is integrated into all subjects, monitored, differentiated, articulated between grades, and is innovative, relevant, and ensures student preparation beyond high school.

Standard 4: Professional Development

The school has a plan that aligns professional development to its theme, supports all students including English Language Learners and those with disabilities, and includes job-embedded training. Collaboration is a structured part of regular planning.

Pillar 3: Academic Excellence

Standard 5: Instructional Fidelity

Teaching and learning focus on theme aligned instruction and researched based design. It includes student collaboration and problem solving with tiered levels of intervention and formative assessments relevant to instruction that improves achievement.

Standard 6: Student Achievement

There is evidence of academic improvement and narrowing the gap for all subgroups, and the school continually collects, analyzes, and uses data to improve graduation rates and indicators of college and career readiness.

Pillar 4: High Quality Instructional Systems

Standard 7: Leadership and Educator Development

Magnet school leadership recognizes excellent instruction; staff is coached to ensure that the theme is implemented with fidelity, and decisions are made collaboratively. Teachers are recruited, selected, and retained, and strategic partnerships are cultivated to meet the unique needs of the magnet.

Standard 8: District and *Specialty* Relations

The district supports the magnet program in all school improvement efforts, includes them in the strategic plan, and has a pathway for themes. There is a financial plan to sustain and continuously

improve magnets with latitude for decision-making and dedicated resource allocation and curriculum support.

Pillar 5: Family and Community Partnerships

Standard 9: Community Engagement and Partnerships

Schools have an established process to welcome and involve businesses and organizations in decisions about theme implementation. The district supports and facilitates career related and curriculum focused partnerships that enhance magnet themes and benefit students.

Standard 10: Family Engagement and Communication

The school has an active family and parent group that is involved in school operations and school learning is showcased regularly. There are policies and practices for communication, and there is a demonstrated commitment to engage families.

Best Practices

The National Magnet School Standards include indicators related to diversity. Diverse magnet programs don't just appear; they are intentionally created through district recruitment practices and school policies that focus on equity of access to programs and services. The foundation of a diverse magnet program is the marketing and student enrollment plan. To achieve a diverse student population, it is critical to have a diverse applicant pool. Schools must actively, enthusiastically, and strategically market magnet offerings to all racial, socioeconomic, religious, linguistic, ability, and citizenship groups. The second stage of diversity has to do with the school environment. Schools must be able to meet the needs of all students and set high expectations for all learners. Teachers must have the cultural proficiency necessary to design effective instruction for all learners. When magnet schools enroll diverse student populations and meet their academic needs, schools are able to eliminate racial achievement gaps and the disproportionality of student outcomes.

Magnet schools have a thematic curricular approach that is integrated throughout the school day, and supported by an instructional focus such as inquiry, problem- or project-based learning, concept-based, and interdisciplinary. Ongoing professional development, training, and support for magnet school educators is essential to "magnetize" district curriculum and align standards to the theme and design learning structures.

The National Magnet School Standards include indicators related to "magnetism." For a school to attract students and families from outside its immediate community, it must offer something highly desirable. When magnet program offerings are exceptional, parents will seek them out for their children and send their students to those schools—regardless of the location of the school facility. In fact, many neighborhoods have been revitalized by the location of a strong magnet program that attracts middle-class families into what previously were low-income neighborhoods.

Magnet schools should be viewed as part of an ecosystem of schools and operate with the ability to be more flexible in how they deliver state and national standards, hiring of staff who may have or require specific training, and fiscal flexibility to resource their schools in a manner that supports the theme. A

greater level of autonomy should be paired with a greater level of accountability to the district, which should support schools with expertise and leadership to ensure they are meeting the goals and purpose of magnet schools for the district. Balancing these best practices with ever-changing demands placed on schools and districts takes skill, commitment, and leadership at the district and school level. Most importantly, it requires a commitment from community stakeholders, including families and their students. Being responsive to the changing needs of our economy while incorporating research-driven best practices will lead to sustainable and innovative magnet programs throughout the district.

1.0 Are Osseo Area Magnet Schools Diverse?

Standard 1: Student Recruitment and Selection
Standard 2: Diversity and Equity
Standard 8: Magnet and District Relations

Statement of Findings

Reviewers studied evidence provided by the district and schools and gathered empirical data at site visits. A rating scale of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations, a protocol based on the Magnet Schools of America (MSA) Standards of Excellence, was used for each school. Ratings for each school are available in the Appendix.

Standard 1: Student Recruitment and Selection

- There is consistency on the magnet application process from school to school using the Northwest Suburban Integration School District Magnet Lottery Process.
- There is no evidence of a district-wide marketing event, such as a Magnet Fair, to market Osseo area schools.
- It appears very little communication exists between the schools on the same pathway.
- Individual schools conduct parent tours and host an open house.
- All magnet students receive magnet transportation to any magnet school in the Northwest Suburban Integration School District.
- Parents at several of the magnet schools would like to see the themes showcased more in the community.
- Individual schools are responsible for a lot of the marketing of their schools with some support from the Northwest Suburban Integration School District.

Standard 2: Diversity and Equity

- Diversity that reflects the district and community is not consistent in schools and within the classroom.
- There is little evidence of targeted recruitment at the district or school level to achieve diversity.
- The Northwest Suburban Integration School District has a clear purpose for magnets within the collaborative, but there is little evidence of a clear purpose for magnet schools within Osseo Area Schools.

- Open enrollment procedures within Osseo Area Schools and outside the Northwest Suburban Integration School District may interfere with the integration goals of the Northwest Suburban Integration School District.
- There seems to be less ownership of the school integration goal with Northwest Suburban Integration School District handling all of the magnet application, lottery, transportation and placement of magnet students.
- Weaver Lake and Osseo Senior High are the only magnet schools that reflect the demographic makeup of the district.
- Staff at the magnet schools does not reflect the diversity of the students in the district.

Standard 8: Magnet and District Relations

- The district provides financial support to provide professional development in theme-based education instructional strategies and additional teaching positions to support the theme.
- Some magnet schools are total magnet, and some magnet schools have neighborhood attendance zones and magnet students.

Osseo Area Magnet School Demographics 2018

School	Am Indian	Asian	Hispanic	Black	White	% Minority
Birch Grove	1.5%	21.9%	10.5%	39.8%	26.2%	73.9%
Brooklyn Middle	0.8%	25.3%	10.4%	40.3%	23.1%	76.9%
Osseo Senior	1.5%	14.9%	9.0%	35.2%	39.4%	60.6%
Park Center	1.0%	31.0%	11.2%	36.9%	19.9%	80.1%
Weaver Lake	0.5%	25.7%	4.4%	28.7%	40.7%	59.3%
Zanewood	0.5%	18.1%	13.7%	50.1%	17.6%	82.4%
District	1.1%	16.7%	8.1%	25.5%	48.5%	51.5%

Marketing and student recruitment are critical components to the success of a diverse magnet school. Transparent information that ignites students' and parents' interests and excitement is paramount. Parents across the nation are very receptive to school choice and are becoming savvy in their search, expectations, and deliverables.

In Osseo Area Schools, student recruitment and marketing are handled mostly at the school level with some support from the Northwest Suburban Integrated School District. The Northwest Suburban Integrated School District also manages the magnet applications, magnet lottery and placement of magnet students in Osseo. Siblings get top priority, then magnet strand/pathway priority, and then geographical

priority based on student zip code. Geographic areas are determined to strive for more racially balanced schools. None of the magnet schools use academic criteria for selection.

There are minimal marketing efforts at the district level for magnet schools. Input from the parent/community focus groups suggested that they would like to hear more about their schools in the community. Many parents felt that their school was a well-kept secret. Weaver Lake Elementary was the only magnet school that had demographics close to the district average.

Schools did not seem to have a sense of urgency about recruiting students to integrate their schools. District clarity around the purpose of magnets in Osseo and/or emphasizing the Northwest Suburban Integration School District integration goals would help the district have a stronger sense of purpose around magnet schools in the district. District support with recruiting and marketing efforts, in addition to the support schools receive from Northwest Suburban Integration School District, could help schools be more successful in attracting target market students.

There are strong themes in place with good theme implementation, or on the way to good theme implementation, as in the case of Zanewood Community School in Osseo Area Schools. In the parent/community focus groups, there was interest in having a STEM High School in Osseo.

Transportation is provided for all magnet students in Osseo providing equity in access to magnet programs in the district. Strategic target marketing could help bring the students needed to integrate the magnet schools in Osseo.

Recommendations

1. Provide support for schools to develop strategies to "Scream the Theme" in their hallways, classrooms, and throughout the community.
2. Have the district work closely with the individual principals and the Northwest Suburban Integration School District to determine open magnet seats.
3. Increase current marketing and recruitment plans to include an annual review that uses student application data and indicators of success that results in reduction of minority group isolation.
4. Consider making Osseo Senior High a whole school Magnet instead of a small magnet within the school to have a STEM High School within Osseo.
5. Develop a process to build a community task force that can clarify the history, purpose, mission, and goals of the magnet programs and ensure that all stakeholders have access to this information. If the purpose is the same as the Northwest Suburban Integrated School District, then ensure that purpose is known and shared by all.
6. Use the magnet schools to develop a framework to enhance diversity, equity, and inclusion in all of Osseo Area Schools.
7. Build capacity within and across leadership teams to ensure all classes and programs in the magnet school are fully and consciously integrated to reflect the diversity of the district and community.
8. Ensure alignment of Minnesota's Achievement and Integration legislation and planning for future growth in the district.
9. Offer more clarity and communication about the connections between elementary, middle, and high school pathway options.

10. Provide marketing materials, applications, and choice information to target market areas where schools are not identified as being Racially Isolated by the state (ex. Maple Grove, Rice Lake, etc.).
11. Ensure that schools know where the target market areas are to recruit students from to diversify their schools.
12. Conduct focus groups in target market areas to see what would make some of the undersubscribed magnet schools more attractive.
13. Host at least one district-wide recruiting event in the target market area of Osseo Area Schools.

2.0 Are Osseo Area Magnet Schools Attracting Students?

Standard 3: Theme and Curriculum Fidelity
Standard 4: Professional Development
Standard 7: Leadership
Standard 8: Magnet and District Relations
Standard 9: Community Engagement and Partnerships
Standard 10: Family Engagement and Communication

Statement of Findings

Reviewers studied evidence provided by the district and schools and gathered empirical data at site visits. A rating scale of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations, a protocol based on the Magnet Schools of America (MSA) Standards of Excellence, was used for each school. Ratings for each school are available in the Appendix.

Osseo Area Magnet Student Demographics and Numbers 2018-19

School	Am Indian	Asian	Black	Hispanic	Multiracial	White	Total Magnet Students	% Minority Magnet Students
Birch Grove	11	100	185	30	6	118	450	73.8%
Brooklyn Middle	2	62	144	25	6	65	304	78.6%
Osseo Senior	2	38	108	13	7	65	233	72.1%
Park Center	1	111	161	44	0	31	350	91.1%
Weaver Lake	2	164	184	26	6	256	638	59.9%

Zanewood	0	0	0	0	0	0	0	0

- Zanewood just became a magnet this year as part of the MSAP Grant and will have magnet students next year.
- Birch Grove and Weaver Lake are total magnet schools while the other four magnets have boundary students and magnet students.
- Osseo Senior is a school within a school magnet program.

Standard 3: Curriculum and Theme Fidelity

- Some of the magnet schools do a better job than others of having visual evidence of the theme at school sites.
- Most of the schools have a well-developed curriculum or are in the process of developing a well-developed curriculum, that provides differentiated units and lessons based on student needs.
- There is limited vertical and horizontal progression between and among the schools and programs.
- Most of the magnet themes revolve around STEM.
- Schools do a good job of trying to implement their themes with fidelity.
- Some of the magnet schools are not attracting students that help to integrate their school.
- There are K-12 magnet pathways for students within the Northwest Suburban Integration School District but not within Osseo Area Schools.
- Some schools scream their theme more than others.

Standard 4: Professional Development

- There is little evidence of principals being provided sufficient training to lead and support theme-based schools.
- Schools provide some train the trainer professional development opportunities within the school, but staff have limited opportunities to attend professional development opportunities outside of the school and district related to their magnet theme.

Standard 7: Leadership

- Principals and Curriculum Integration Specialists are not given time to collaborate with each other to support theme-based schools.

Standard 8: District and Magnet Relations

- The process for determining open magnet seats, particularly in magnets with attendance areas, needs clarity.
- School facilities support the magnet theme.
- All schools have Curriculum Integration Specialists to support theme integration.

Standard 9: Community Engagement and Partnerships

- There is evidence that Osseo Area magnet schools have partnerships with organizations that support the implementation of the curriculum and preparation for future careers and college readiness for students, but there is no evidence of district support in securing these partnerships.

Standard 10: Family Engagement and Communication

- There is some evidence of policies and communication for family engagement, support, and stakeholder input.
- There are some parent advisory groups, and some but not all, make recommendations regarding magnet school operations.
- The district conducted a School Choice Study with parents in 2016 including questions about theme and diversity attractiveness.
- Policies and documentation of communication/support are evident but may not be systemic.
- Public meetings or outreach to inform the community about the magnet theme implementation is not consistent.

All five of the Osseo Area magnet schools, that have been in operation for more than a year, are attracting students from both within and outside the district to some degree. However, only Weaver Lake is attracting students that help their school be more integrated. All of the other Osseo magnet schools are attracting students that damage their school integration goals.

Parents, students, and staff, at the individual magnet schools, expressed positive feelings about their magnet themes. They love the STEM theme at Weaver Lake Elementary. Hopefully, that will help Zanewood Community School begin to attract students with the similar theme of STEAM just starting at their school. Birch Grove Elementary School for the Arts, the only arts magnet in Osseo, was popular with parents. Brooklyn Middle School was overflowing with energy around their STEAM theme. Osseo Senior High has a popular Health Science Magnet Program within their school that seems like the theme could expand on a smaller scale to the whole school. Park Center's IB Program is the only IB program in Osseo with students coming from outside the district. Even with all this excitement at the schools, it is not translating to the schools attracting students to meet the goals of Minnesota's Academic and Achievement legislation to integrate schools. Working with school principals and staffs on ways to showcase their schools would be helpful for Osseo Area Magnet Schools to attract students.

Osseo Area Schools is encouraged to help the magnet schools seek further partners. Several of the schools had strong partnerships, but some schools need district support in securing theme related partners.

Recommendations

1. Set a goal and create a process to improve undersubscribed and low achieving magnet schools and programs. Through this process, affected schools would submit a plan that specifies how they will address theme integration, targeted student recruitment, and professional development. Using MSA's Cycle of Improvement, Osseo Area Schools should determine which schools have demonstrated success.
2. Identify exemplary models of magnet programs in other districts to compare and develop a network of support to ensure relevancy and continual improvement.
3. Identify magnet models in Osseo Area Schools. (See Ratings in Appendix)
4. Review funding for theme-based professional development using theory, research, and practice that will support the full integration of the magnet curriculum for all students at all

magnet schools. Funding should be differentiated by the size, level, and need of the magnet school.

5. Ensure that there is theme specific professional development for staff at all magnet schools giving staff opportunities to learn from other districts across the country.
6. Continue to develop a district and school process for encouraging and developing strategic business partnerships that enhance the theme and provide career and college preparation. At the high school level, these should include internships.
7. As magnet schools grow in the district, consider other themes besides STEM to broaden choices for parents and perhaps attract students from surrounding districts.
8. Have Osseo Area Schools work closely with the individual principals and the Northwest Suburban Integration School District to come up with a process to determine open magnet seats particularly in magnet schools with attendance zones.

3.0 Are Osseo Area Magnet Schools Promoting Achievement?

Standard 4: Professional Development
Standard 5: Instructional Fidelity
Standard 6: Student Achievement
Standard 8: Magnet and District Relations

Statement of Findings

Reviewers studied evidence provided by the district and schools and gathered empirical data at site visits. A rating scale of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations, a protocol based on the Magnet Schools of America (MSA) Standards of Excellence, was used for each school. Ratings for each school are available in the Appendix.

Standard 4: Professional Development

- There is evidence of district professional development on cultural proficiency and the CLEAR model.
- There is some support for embedded professional development, collaboration, and articulation to address student achievement within the context of the magnet theme.
- Most schools do not have structured collaboration time for theme-based curriculum development.

Standard 5: Instructional Fidelity

- Magnet themes are not reflected in School Improvement Plans.

Standard 6: Student Achievement

- There is little evidence of school wide integrated problem solving and student collaboration to improve student achievement.
- There is some evidence of the use of multiple strategies to address narrowing the achievement gap.
- With a few exceptions, there are large achievement gaps among students.
- There is some evidence of tiered levels of research-based instruction or formative assessments related to the theme.
- There are no dedicated personnel at the district office to support magnet theme integration for rigor that leads to school and district improvement.

Standard 8: Magnet and District Relations

- There is little evidence of dedicated personnel at the district level to facilitate best practices between and among similar themes.
- There is evidence of schools having Curriculum Integration Specialists and some dedicated positions in the school to support magnet theme implementation.
- Administrative selection is not any different for magnet schools than non-magnet schools in the district.
- The historical perspective to prevent racial isolation and eliminate pockets of underperforming schools is unclear within the magnet schools.
- There is some evidence of resources needed for the support of innovative efforts to improve student achievement in the magnet schools that comes from Academic and Integration funds.
- Some schools are either part of a Magnet Schools Assistance Program Grant, or were in the past, and some schools are not, which impacts funding at those schools.

MSA's summation of Osseo Area School's magnet professional development points to a need for further commitments to implement strong, sustainable magnet theme-based training that will drive achievement and student learning goals that can be tailored to the unique theme, vision, goals, students, and teachers of a school. Through our work with the Pillars and Standards of Excellence, and experiences in many other districts with magnets, identified exemplars have clarified school educational goals, increased teacher accountability for linking teaching and learning to student results, and significantly improved the process for selecting the professional development that teachers need to achieve results. Each of these exemplary campuses and districts has used best practices in collaborative and systemic design in planning for their professional development.

The district is applauded for having some funding from the district to support each magnet school. All magnet schools have a Curriculum Integration Specialist and receive money for a couple of positions from the district to support their magnet programs. However, this funding is the same for all magnet schools and not differentiated by different theme needs, how large a school is, or whether it is an elementary, middle, or high school. To ensure a continued delivery of high-quality options for the Osseo Area Schools community, appropriate personnel, quality professional development, collaborative planning time, and district support need to be provided.

Since all six of the schools have a Curriculum Integration Specialist, they would benefit from collaborative meetings with other magnet schools in the district, or even the Northwest Suburban Collaborative, to share best practices in student achievement and marketing. Magnet Principals would also benefit from this collaboration.

Including magnet themes in School Improvement Plans would help schools ensure that their magnet theme was promoting student achievement and help teachers, students, and parents see the connection between their magnet theme and student achievement.

Recommendations

1. Organize a means for collaboration between and among schools and district staff to provide leadership and support.
2. Ensure that all magnet schools address their magnet theme in School Improvement Plans.
3. Devise a plan for collaboration time with teacher and curriculum specialists that is a structured part of weekly planning for each magnet school.
4. Ensure that tiered levels of intervention are successfully implemented at each site to eliminate disproportionality of student achievement based on race, gender, socioeconomic status, etc.
5. Provide support for magnet schools to analyze student achievement data by demographic groups and conduct ongoing research and evaluation of student outcomes to ensure that they become more inclusive, accessible, and equitable.
6. Develop and implement a viable and sustainable financial plan for the magnet program that includes designated district level staff to ensure delivery of high-quality options and oversight of theme implementation, professional development, marketing and recruitment, and student assignment. This should include consideration of a district level position to oversee magnet programs in the district. Funding for each magnet program should be differentiated by size, level, and need of the magnet school.
7. Continue the district professional development on cultural proficiency and the CLEAR model.

Conclusion

MSA encourages Osseo Area Schools to consider the report recommendations based on the MSA Standards of Excellence as part of a larger process to be included in the current planning and design rather than individually.

Osseo Area Schools are to be commended for having overall strong themes and theme implementation in their magnet schools. Magnet selection priorities are tied to school integration goals, all magnet students receive transportation, and the district provides professional development on cultural proficiency.

MSA encourages Osseo Area Schools to look closely at why only one of their magnet schools is reflective of the district demographically and how they can attract target market students to diversify and integrate their magnet schools. MSA also encourages Osseo Area Schools to look closely at the achievement gaps that exist in their magnet schools and how they can improve the overall achievement of all students in their magnet schools. These two goals go hand in hand as Kahlenburg, Potter and Quick (2019) share that "on the 2017 National Assessment of Educational Progress (NAEP) given to fourth-graders in math, low-income students attending schools that are more affluent, scored roughly two years of learning ahead of low-income students in high-poverty schools."

Appendices

A. Parent/Community Feedback (Unedited)
B. 2018 Osseo Area Schools North Star Results Summary
C. Osseo Area Schools vs. State Graduation Rates by Race and Group
D. MSA School Rating Scores Based on MSA Standards of Excellence
E. MSA Standards of Excellence Rating
F. Osseo Area Schools Free and Reduced Lunch
G. Osseo Area Schools Demographics
H. North West Suburban Integration School District Magnet Lottery Procedures
I. Osseo Ethnicity by Gender

Appendix A

BIRCH GROVE ELEMENTARY SCHOOL PARENT/COMMUNITY COMMENTS

Wednesday, May 8

6 Birch Grove parents attended the Parent/Community Focus Group at Birch Grove Elementary School.

- What do you like best about this magnet school?
  - Arts stuff (drama, troups, musical). They've learned to push themselves and try new things. My son tried out for the musical and was encouraged to grow and keep trying until he got a part
  - Very passionate teachers at Birch Grove. Arts teachers are very dedicated.
  - Love the diversity at this school. Our home school is diverse, but I feel like this school offers diversity and more
  - Teachers nurture kids to see the possibilities of what they can accomplish
  - My kids have flourished because of the attention from their teachers
  - Kids feel included here
- Do you have suggestions for ways to strengthen this magnet school?
  - The school district needs to see that funding a magnet school needs to be "different." Funding everyone the same is not always equitable. East side schools do not look the same. West side schools get many other funding sources (PTO, business)
  - District needs to find corporate partnerships for schools in need (Birch Grove especially)
  - Arts specialists need more support. They should be compensated. If they burn out the program would be gone.
  - Parents of color are not represented well. Their voices are not always heard. Do they feel welcome? The district needs to find ways to draw in parents of color.
  - Not enough academic challenges in Kindergarten and 1st grade. Need gifted education for students who are above grade level
- How does this school try to actively engage families in the school and magnet theme?
  - Get rid of Peach Jar (electronic announcements). It is not user friendly and important things are missing
  - There should be a phone call going home ach week or a piece of paper that lets you know what is going on
  - When students get in trouble and parents are notified, teachers never know what the outcome is after administration deals with it
  - My son got suspended and did not get a response from administration about details. There needs to be a better system.
  - At conference we get information about the school's achievement and SIP plan
  - At conferences we hear about reading concerns but no ongoing updates. I get the feeling that the school feels "everyone is better."
  - It seems like academics comes second after managing behavior
  - We need more than .3 counselor! Our needs are greater.
  - The office has too many kids left with the secretary for behaviors. It is a strange and confusing process. Kids sit there too long. Parents don't know when they've been in the office.

BROOKLYN MIDDLE SCHOOL PARENT/COMMUNITY COMMENTS

Friday, May 10

9 people that included parents and business partners attended the Parent/Community Focus Group at Brooklyn Middle School.

- What do you like best about this magnet school?
  - School is unmatched in this area
  - Staff build relationships with students and have good communication with parents
  - Staff is very unique and genuine in caring for students
  - They have a passion and energy not experienced at the elementary schools and other middle schools in the district
  - Students are encouraged to show their creativity and shine
  - Staff encourage/push students to reach their full potential
  - Parent like collaboration amongst teachers e.g. Language Arts classes reading about subjects covered in Social Studies.
  - We need to clone Dana! (Need 5 of him!)
  - My kids are always talking about the cool things they are doing in classes at Brooklyn
  - Parents from other schools are jealous of what our students are doing in the classrooms
  - Parents are encouraged to come to classes to share their experiences
  - Principal and Curriculum Integration Coordinator are strong leadership team
  - Dana is amazing by all the things he does. I hope the District and school realize how passionate he is for the STEAM program and the teachers/students of BMS. He always steps up and makes you feel that you are important and valued
  - Consistency of staff in building – low turnover – creates stability
  - Families feel staff is committed and feed their needs
- Do you have suggestions for ways to strengthen this magnet school?
  - Need to find a way to create active PTO/parent group. (There is interest from incoming Woodland parents to start this in the fall. Need a strong parent to lead group)
  - Concerns regarding neighborhood versus application school. Too many students on waiting list waiting for placement. How do you solve this?
  - Brooklyn should be total application school like Weaver and Birch Grove. Students who do not apply can attend Northview and boost their numbers. This would really make Brooklyn even better filled with students who really are here for the engineering aspect of the school. Student choice to go to STEAM Magnet versus those who have to go here because of school boundaries
- How are business or community partners welcomed into the school to become key stakeholders in implementing the magnet theme?
  - Dana is superb and beyond reproach. He is open and meets with parents and community partners all the time and follows through within the same day addressing our inquiries
  - School actively engages community partnerships
  - STEAM program offers many great opportunities on limited funds
  - Many people don't understand that Brooklyn STEAM program was done total with money within their allotment. They were not part of a five million dollar grant that other schools in the district received.
- How does this school try to actively engage families in the school and magnet theme?
  - Information regarding Brown Bag Lunches and field trips are on school website but not all parents are aware of this

- Open up Brown Bag lunches to more students try to increase numbers of spaces available
- Orchestra and music programs are top notch Parents need to nudge their kids to get involved.
- Help Dana with designing an alumni video telling their story.
- Shannon is great, my student adores all that she does
- How come MGMS counselors and administration call themselves a STEAM school to parents when they don't come close to what Brooklyn teachers/staff do as routine

PARK CENTER SENIOR HIGH SCHOOL PARENT/COMMUNITY COMMENTS

Thursday, May 9

4 Park Center parents attended the Parent/Community Focus Group at Park Center High School

- What do you like best about this magnet school?
  - Ability to see and appreciate differences
  - Booster Club
  - Site Council
  - Likes having choice in classes
  - AP, IB, Rigor, diversity of experiences
  - Kids always felt that they belonged
  - Perfect size to belong to lots of areas-academics, sports, music
  - Students feel that they are where they need to be
  - Awareness of opportunities
  - Strength of Personal Projects
  - IB Film
  - IB Math
  - Music Programs
- Do you have suggestions for ways to strengthen this magnet school?
  - Needs to work on generating interest with parents operations
  - Showcase student learning re: magnet theme
  - Art Showcase
  - Demonstrate commitment to engage families
  - Would like more things with language
  - Leverage technology
  - Better communication with families
  - Parent Group connection
  - Academics does not change choice of sending child to Park Center
- How are business or community partners welcomed into the school to become key stakeholders in implementing the magnet theme?
  - No community partners
  - Experidus – Mexico Service Trip-Spanish Skills, rural community
- How does this school try to actively engage families in the school and magnet theme?
  - Email-teacher
  - Phone-follow-up with email and with reminders
  - Parent View
  - Website
  - Calendar
  - Loves the postcards

- 3rd child at Park Center
- Sometimes quick turnaround
- Communication from teachers about child not immediate enough
- Teachers have been responsive
- Difficult challenge to get families to realize part of lifelong learning
- Learning Conferences
- Athletics
- Music
- Balance of Knowing-Learn to Advocate

WEAVER LAKE ELEMENTARY SCHOOL PARENT/COMMUNITY COMMENTS

Friday, May 10

18 Weaver Lake parents attended the Parent/Community Focus Group at Weaver Lake Elementary School.

- Ron Meyer, the Executive Director of Finance and Operations started the parent meeting out by talking about the ECMAC recommendation and reviewed the history and options that need to be vetted for Weaver Lake
  - Look at how we best vet this process and look at all of our magnet programs
  - Are we meeting needs
  - Other magnet opportunities
  - Independent analysis to help us answer questions
  - What are opportunities across the district?
  - Have your voices be heard
  - An independent look at this
  - Timeline for recommendations
  - Results may or may not be public
- What are some of the reasons that Weaver Lake should remain where it is?
  - Being able to go on Nature Walks in the nature area-pond, nature trail, prairie are great experiences
  - Access the nature center
  - Trails, winter snowshoeing-a lot of kids have not been on a frozen lake
  - I do not know of another school that would afford them to snowshoe on a frozen lake
  - Grants to plan trees
  - Diversity, inclusion standpoint – where else would a student have this type of education in this central area
  - Where would men and women of color receive this type of education
  - There are kids of all backgrounds. I wish all of corporate America could be like this
  - We came here seeking diversity
  - Oakview not the same size of nature area
  - Contrast from Rice Lake is significant. People move because they can't get into Weaver Lake.
  - Expand this model- replicate or provide additional programs like this
  - Why not expand this program K-12, build another one, this is something to enlarge
  - Why not make it a bigger program and enable more kids to attend
  - Oakview site does not offer the same amenities site-wide
  - Why move this successful program?
  - It is our surroundings that make this program amazing
  - "daughter sits at the window looking for birds"

- Teachers make our school amazing.
- Teachers are trained in STEM.
- There is some recipe for success – Awards, Waitlists
- Site does not compare to Oakview. I live by Oakview and I know the curriculum could not be replicated
- Moving dismantles what make the recipe of success
- The lake and woods are our Minnesota identity. Our students get to experience elements key to our state
- Teachers and staff are key and this site works well for them. Transportation, etc
- Location and logistically is good for busses and transportation
- 15 years and we are still being recognized
- Uprooting a successful program is not going to solve the problems and issues at other schools
- You can leave the program here and change how we pull students and design it so we help with overcrowding but keep STEM here, have diversity here
- Location and freeway access so transportation ease
- Resources – nature
- Curriculum
- Rich experiences in their outdoor spaces and they are learning
- Parents and kids are on the same page
- Staff
- Kids with learning disabilities have great success at Weaver Lake with the hands-on learning environment and the integration
- Cognitive benefits of being outdoors
- You can add to Weaver lake using preference options
- Diversity
- Include students from zip codes where there is overcrowding to Weaver Lake to help alleviate current pressure – designate some neighborhood seats
- This has been a successful model

- What is the personal impact if Weaver Lake is moved?
  - Longer bus ride
  - Choices are magnet or charter
  - If magnet moves I only have charter
  - A big draw is the staff. These teachers are critical to the success. It matters to me what percent of the staff stay and there is a huge risk of going backwards. I would look at how many staff stay to decide.
  - If the staff does not go to new location if it is moved then I am looking at private school
  - I know people have moved when they did not get in
  - Why since Weaver Lake is so good, why do we not have another
  - "I would lose confidence in the program if it moved somewhere else."
  - Why not look at improving other schools?
  - Uprooting all of these families does not address overcapacity issues
  - What happens to current Weaver lake families?
    - Whole new lottery
    - Move all students and families to Oakview
    - Re-apply and re-lottery
    - Will there be preference zones that benefit others?
    - Long bus rides
    - What other options will Weaver Lake families have?
    - How does this help overcrowding to move?

        - "jeopardizes the integrity of the program"
        - Lose quality staff
        - Training and so much heart here
        - Program will be shattered
        - It would take several years to rebuild how it is integrated here
        - It would be hard to re-create our partnerships
        - Weaver lake STEM branding would have to start all over at a new site
- Do you have suggestions for ways to strengthen this magnet school?
    - Build stronger programming that addresses diversity across the district like Language Immersion
    - Look at middle school and high school STEM/STEAM models-Weaver Lake kids need more options to continue on STEM track

ZANEWOOD COMMUNITY ELEMENTARY SCHOOL PARENT/COMMUNITY COMMENTS

Thursday, May 9

3 people that included a parent and business partners attended the Parent/Community Focus Group at Zanewood Elementary .

- What do you like best about this magnet school?
    - Principal is more involved/engaged
    - Granddaughter is reading sight words
    - Family atmosphere/environment
    - Live in apartments right beside the school and sent her child here anyway even with bad perception
    - Welcomed when you come in door
    - Granddaughter loves the school
    - Community events where everyone has fun
    - Love seeing everyone come together
    - Energy has changed in the school
    - Teachers are moving in the same direction
    - Loves her BS cup
- Do you have suggestions for ways to strengthen this magnet school?
    - More assemblies to incorporate math and science into
    - STEAM assemblies
    - Kids can come up with ideas
    - These kids are really smart. She was so excited about first grade butterflies
    - Field trips associated with what is being studied
    - STEM
    - Opportunities for STEAM. All schools do not get this opportunity
- What themes or focus areas are most appealing to you for a magnet or school choice?
    - STEM
    - Health is important
    - Focus on STEAM is important for the design process. Always designing for people
    - Appreciation for holistic projects
    - My son is at an IB school learning skills from different contents
- What is your opinion of magnet school choices?
    - Don't really know much about magnet choices

- How are business or community partners welcomed into the school to become key stakeholders in implementing the magnet theme?
    - STEM Council Outreach-backpacks, jacket
    - We get hugs
    - We feel like our contributions are valued
    - I want to meet the first Zanewood Community School student who works for Boston Scientific
- How does this school try to actively engage families in the school and magnet theme?
    - Always fliers
    - Ms. Penderton and Ms. Gulyard get the word out
    - Events have great attendance
    - Use Title 1 money to fund meals make it easier for families to come
    - Trying to make volunteers represent diversity
    - Work with Black Engineers Organization
    - Opportunities for Speakers

Appendix B

2018 Osseo Area Schools North Star Results Summary

Color coding based on state percentile:	1st to 10th	11th to 30th	31st to 69th	70th to 89th	90th to 99th

			MCA & MTAS Achievement Rate 2017-18		English Learner Progress 2017-18		MCA & MTAS Progress 2017-18		Graduation Rate % 2016-17		Consistent Attendance 2016-17
Comparison	Group	# Students Gr 1-12	Math	Reading	Index	% Meeting Target	Math Points	Reading Points	4-Year Rate	7-Year Rate	% Attending > 90% of Days
Versus the statewide average for all students											
	All Students	18566	52.7	56.6			2.09	2.38	84.0	92.1	81.4
	American Indian	59	45.8	51.5			1.60	2.35			**57.6**
	Asian	3013	51.3	50.8			2.33	2.47	90.7	95.4	88.8
	Black	4328	**27.3**	**35.0**			**1.55**	2.11	**71.0**	86.3	**74.1**
	Hispanic	1626	**33.7**	**39.1**			1.88	2.29	**67.0**	**75.6**	**73.6**
	White	8329	72.1	73.9			2.39	2.54	91.5	95.8	85.0
	Two or More Races	1204	48.8	57.3			1.81	2.28	**71.1**	**76.4**	**75.6**
	English Learner	1965	**30.0**	**30.8**	73.1	55.4	1.89	2.31	**71.1**	81.8	83.9
	Special Education	2426	**32.8**	**33.8**			**1.55**	**1.82**	**59.7**	83.7	**70.4**
	Free/Reduced Priced Meals	8293	**31.8**	**38.1**			1.73	2.19	**71.9**	86.3	**74.4**
Versus the statewide average for the same group											
	All Students	18566	52.7	56.6			2.09	2.38	84.0	92.1	81.4
	American Indian	59	45.8	51.5			1.60	2.35			57.6
	Asian	3013	51.3	50.8			2.33	2.47	90.7	95.4	88.8
	Black	4328	27.3	35.0			1.55	2.11	71.0	86.3	74.1
	Hispanic	1626	33.7	39.1			1.88	2.29	67.0	75.6	**73.6**
	White	8329	72.1	73.9			2.39	2.54	91.5	95.8	85.0
	Two or More Races	1204	48.8	57.3			1.81	2.28	71.1	76.4	75.6
	English Learner	1965	30.0	30.8	73.1	55.4	1.89	2.31	71.1	81.8	83.9
	Special Education	2426	32.8	33.8			1.55	1.82	59.7	83.7	70.4
	Free/Reduced Priced Meals	8293	31.8	38.1			1.73	2.19	71.9	86.3	74.4

Osseo Area Schools - Research, Assessment and Accountability Department - 10/3/18

2018 North Star "All Students" Results for Comparison Districts

In this analysis, all students are given equal weight. Color coding is norm-referenced only to this group of districts. The "Average of Indicators" column is not a North Star indicator, but was added to summarize the results across indicators. Comparison districts are those enrolling at least 50 ISD 279 resident students.

		MCA & MTAS Achievement Rate 2017-18		English Learner Progress 2017-18		MCA & MTAS Progress 2017-18				Graduation Rate % 2016-17		Consistent Attendance 2016-17	Average of Indicators
District	# Students Gr 1-12	Math	Reading	Index	% Meeting Target	Math Points	Math % Making Progress	Reading Points	Reading % Making Progress	4-Year Rate	7-Year Rate	% Attending > 90% of Days	Average of all % indicators
Wayzata	10403	80	79	83	69	2.51	78	2.66	81	95	96	92	84
Minnetonka	9590	80	81	69	61	2.63	82	2.79	84	97	96	87	82
Elk River	11900	71	69	70	54	2.48	76	2.49	75	91	93	91	77
Mounds View	10349	68	68	73	52	2.41	75	2.52	74	91	94	86	76
Anoka-Hennepin	35025	64	65	75	60	2.25	71	2.55	73	83	88	88	74
Parnassus Preparatory Charter	874	61	62	85	69	2.19	71	2.3	70			94	73
Noble Academy	721	64	60	79	61	2.79	72	3.3	77			96	73
Hopkins	6169	57	62	72	54	2.05	65	2.48	70	89	95	88	72
Osseo	**18566**	**53**	**57**	**73**	**55**	**2.09**	**64**	**2.38**	**67**	**84**	**92**	**81**	**70**
STATEWIDE	***786577***	***56***	***59***	***67***	***49***	***2.08***	***65***	***2.38***	***68***	***83***	***87***	***86***	***69***
Fridley	2812	43	45	68	50	1.83	54	2.21	58	81	90	83	64
Robbinsdale	11267	37	48	70	49	1.66	50	2.35	61	79	86	86	63
Athlos Leadership Academy	814	42	53	62	44	1.72	54	2.55	69			100	61
Excell Academy Charter	298	42	39	71	51	2.68	64	2.56	61			89	60
Minneapolis	32219	39	42	63	44	1.72	51	2.16	57	66	73	81	57
Prairie Seeds Academy	675	19	31	66	49	1.1	33	2.13	51	84	89	81	56
Beacon Academy	354	42	53	47	18	1.52	47	2.29	61			91	51
Minnesota Transitions Charter	2863	26	47	64	37	1.38	42	1.95	55	50	47	77	49
New Millennium Academy	586	22	23	65	45	1.45	42	2.23	48			88	47
Brooklyn Center	2141	16	24	67	44	1.33	34	1.6	39	50	66	80	47

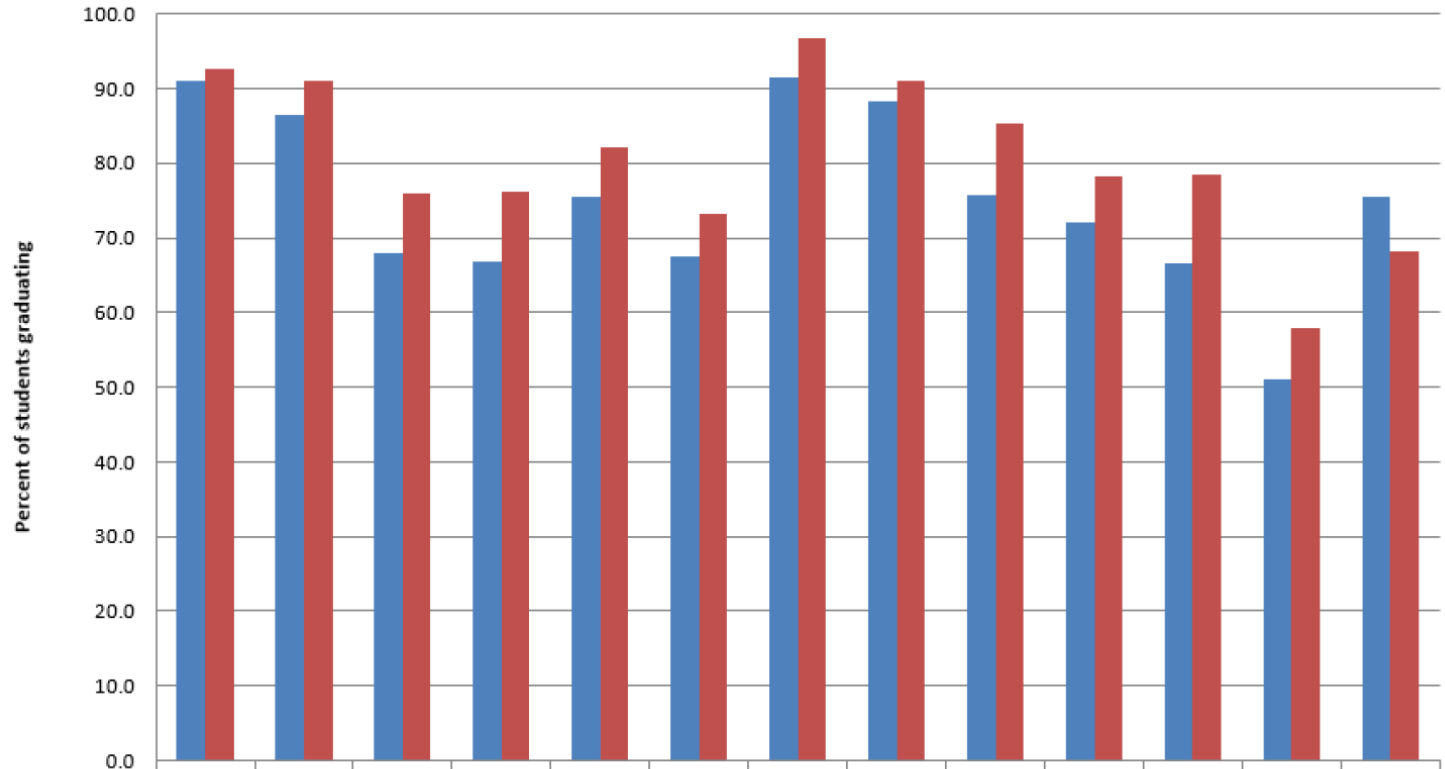
2018 North Star "Accountability Average" Results for Comparison Districts

In this analysis, each group result is averaged together - no matter the size of the group. Each student does NOT have equal weight. Color coding is norm-referenced only to this group of districts. The "Average of Indicators" column is not a North Star indicator, but was added to summarize the results across indicators. Progress points were divided by 3 to get a percentage that could be included in the average of all indicators. Comparison districts are those enrolling at least 50 ISD 279 resident students.

	MCA & MTAS Achievement Rate 2017-18		English Learner Progress 2017-18		MCA & MTAS Progress 2017-18		Consistent Attendance 2016-17	Average of Indicators
District	Math	Reading	Index	% Meeting Target	Math Points	Reading Points	% Attending > 90% of Days	Average of all % indicators
Wayzata	71	70	83	69	2.39	2.66	89	79
Noble Academy	59	58	79	61	2.53	3.27	95	78
Minnetonka	72	72	69	61	2.61	2.73	86	77
Parnassus Preparatory Charter	57	56	85	69	2.14	2.2	94	72
Elk River	63	62	70	54	2.43	2.44	88	71
Anoka-Hennepin	55	58	75	60	2.15	2.49	86	70
Mounds View	59	58	73	52	2.27	2.3	84	68
Hopkins	51	55	72	54	1.97	2.39	86	66
Excell Academy Charter	40	38	71	51	2.51	2.43	89	65
Osseo	**47**	**51**	**73**	**55**	**1.96**	**2.32**	**78**	**64**
Athlos Leadership Academy	44	53	62	44	1.66	2.49	100	63
STATEWIDE	***46***	***50***	***67***	***49***	***1.93***	***2.3***	***82***	***62***
Fridley	42	43	68	50	1.81	2.18	82	60
Robbinsdale	33	43	70	49	1.55	2.24	84	58
Minneapolis	36	39	63	44	1.65	2.09	79	55
Beacon Academy	36	49	47	18	1.47	2.26	88	52
New Millennium Academy Charter	19	23	65	45	1.38	2.19	84	51
Minnesota Transitions Charter	25	46	64	37	1.34	1.9	75	51
Prairie Seeds Academy	17	30	66	49	1.02	2.09	78	49
Brooklyn Center	17	26	67	44	1.35	1.63	81	48

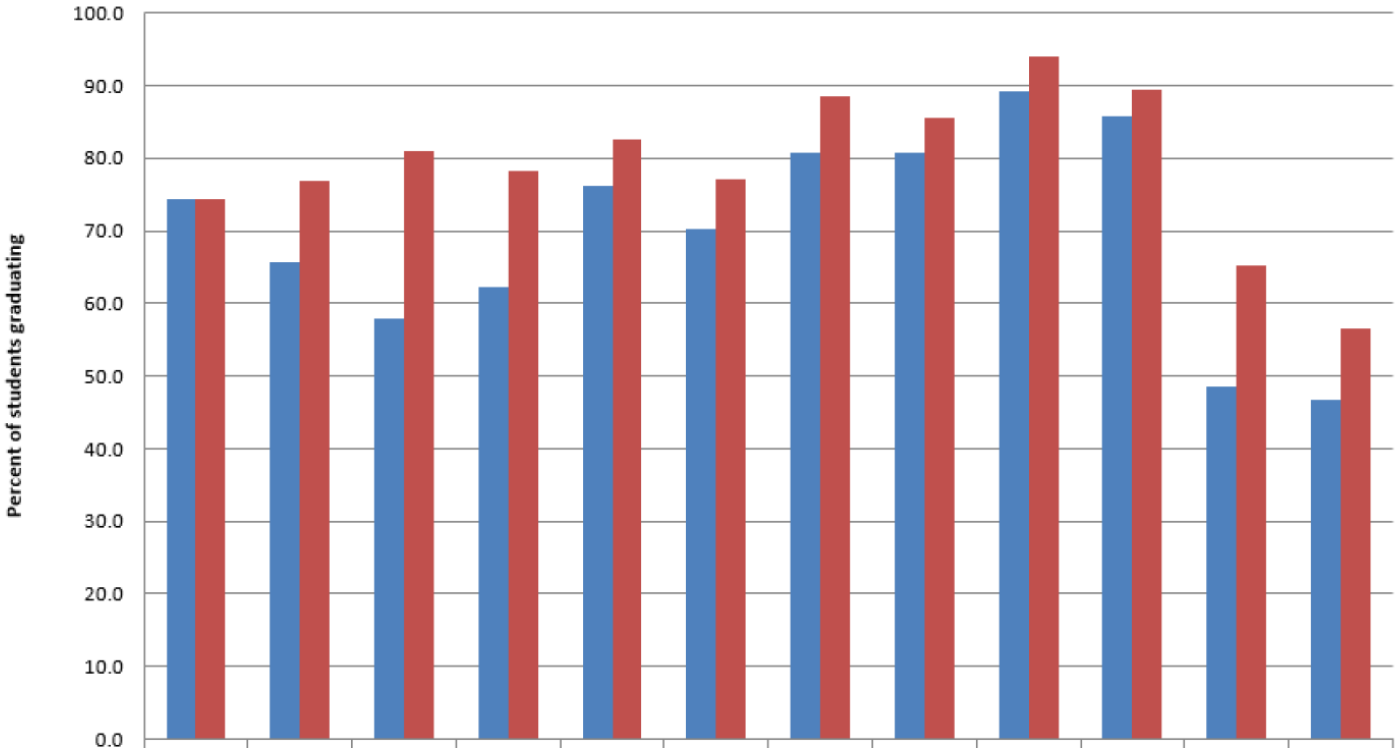
Appendix C

Osseo Area Schools vs State 2018 Graduation Rates by Race (4-7 Yr)



	District	State	District	State	District	State	District	State	District	State	District	State	State
	Asian		Hispanic		Black		White		Two or More Races		Am Indian		Hawaiian
4-Year Rate	91.1	86.6	68.0	66.8	75.6	67.4	91.5	88.4	75.8	72.0	66.7	51.0	75.6
7-Year Rate	92.7	91.2	76.0	76.3	82.1	73.1	96.7	91.1	85.3	78.3	78.4	57.9	68.3

Osseo Area Schools vs State 2018 Graduation Rates by Group (4-7 Yr)



	District	State	District	State	District	State	District	State	District	State	District	State
	English Learner		Special Education		F/R Meals		Male		Female		Homeless	
4-Year Rate	74.3	65.7	58.0	62.3	76.3	70.2	80.8	80.7	89.2	85.9	48.5	46.8
7-Year Rate	74.3	76.8	81.1	78.1	82.5	77.2	88.5	85.6	94.1	89.6	65.2	56.5

Appendix D

Magnet School Rating Scores Based on MSA Standards of Excellence

Birch Grove Elementary School For the Arts

	Standards of Excellence	Meets Expectations	Does Not Meet Expectations	Exceeds Expectations
1	Student Recruitment and Selection	X		
2	Diversity and Equity		X	
3	Theme and Curriculum Fidelity	X		
4	Professional Development	X		
5	Instructional Fidelity	X		
6	Student Achievement		X	
7	Leadership	X		
8	Magnet and District Relations	X		
9	Community Engagement/Partnerships	X		
10	Family Engagement/Communication	X		

Weaver Lake Elementary: A Science, Math and Technology School

	Standards of Excellence	Meets Expectations	Does Not Meet Expectations	Exceeds Expectations
1	Student Recruitment and Selection			X
2	Diversity and Equity			X
3	Theme and Curriculum Fidelity			X
4	Professional Development			X
5	Instructional Fidelity			X
6	Student Achievement			X
7	Leadership			X
8	Magnet and District Relations	X		
9	Community Engagement/Partnerships			X
10	Family Engagement/Communication			X

Zanewood Community Elementary School - STEAM

Standards of Excellence		Meets Expectations	Does Not Meet Expectations	Exceeds Expectations
1	Student Recruitment and Selection	X		
2	Diversity and Equity		X	
3	Theme and Curriculum Fidelity		X	
4	Professional Development	X		
5	Instructional Fidelity	X		
6	Student Achievement		X	
7	Leadership	X		
8	Magnet and District Relations	X		
9	Community Engagement/Partnerships	X		
10	Family Engagement/Communication	X		

Brooklyn Middle STEAM School

Standards of Excellence		Meets Expectations	Does Not Meet Expectations	Exceeds Expectations
1	Student Recruitment and Selection	X		
2	Diversity and Equity		X	
3	Theme and Curriculum Fidelity			X
4	Professional Development	X		
5	Instructional Fidelity	X		
6	Student Achievement		X	
7	Leadership	X		
8	Magnet and District Relations	X		
9	Community Engagement/Partnerships	X		
10	Family Engagement/Communication	X		

Park Center Senior High – An IB World School

Standards of Excellence		Meets Expectations	Does Not Meet Expectations	Exceeds Expectations
1	Student Recruitment and Selection	X		
2	Diversity and Equity		X	
3	Theme and Curriculum Fidelity			X
4	Professional Development			X
5	Instructional Fidelity	X		
6	Student Achievement	X		
7	Leadership			X
8	Magnet and District Relations	X		
9	Community Engagement/Partnerships	X		
10	Family Engagement/Communication			X

Osseo Senior High Health Science Magnet Program

Standards of Excellence		Meets Expectations	Does Not Meet Expectations	Exceeds Expectations
1	Student Recruitment and Selection	X		
2	Diversity and Equity	X		
3	Theme and Curriculum Fidelity	X		
4	Professional Development	X		
5	Instructional Fidelity	X		
6	Student Achievement		X	
7	Leadership	X		
8	Magnet and District Relations	X		
9	Community Engagement/Partnerships	X		
10	Family Engagement/Communication	X		

Appendix E

MSA Standards of Excellence Rating

The summary below identifies magnet schools that met or exceeded expectations, and those that did not via the Standards of Excellence protocol used for this review. Osseo Area Schools should analyze the ratings to determine schools that demonstrated exceeds or met expectations to consider replications. These schools may serve as models or blueprints for the district in practices and procedures, especially in areas of concern in schools that did not meet the standards in multiple areas.

Fifty percent of the Osseo Area magnet schools **exceeded** in Standard 3
One hundred percent of the Osseo Area magnet schools **met or exceeded** Standards 1, 4, 5, 7, 8, 9 and 10.
Eighty percent or above of the Osseo Area magnets **met or exceeded** Standard 3
Less than thirty-five percent of the Osseo Area magnets **met** Standard 2.
Less than twenty percent of the Osseo Area magnets **met** Standard 6

Standards of Excellence		% Meets Expectations	% Does Not Meet Expectations	% Exceeds Expectations
1	Student Recruitment and Selection	83.3	0	16.7
2	Diversity and Equity	16.7	66.7	16.7
3	Theme and Curriculum Fidelity	33.3	16.7	50.0
4	Professional Development	66.7	0	33.3
5	Instructional Fidelity	88.3	0	16.7
6	Student Achievement	0	83.3	16.7
7	Leadership	66.7	0	33.3
8	Magnet and District Relations	100	0	0
9	Community Engagement/Partnerships	83.3	0	16.7
10	Family Engagement/Communication	66.7	0	33.3

Appendix F

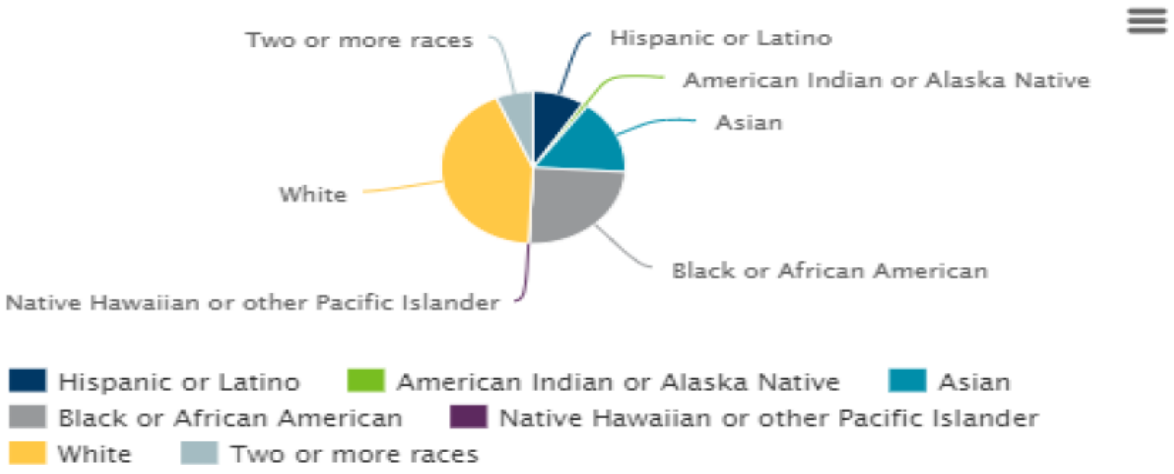
ELEMENTARY/SECONDARY HIGH NEED CRITERIA
OSSEO AREA SCHOOLS 2017-2018

SCHOOL	SCHOOL NUMBER	TOTAL ENROLL	TOTAL FREE & REDUCED	PERCENT FREE & REDUCED	TOTAL PRELIM MOBILE	PERCENT PRELIM MOBILE	TOTAL MINORITY	PERCENT MINORITY	TOTAL LANGUAGE NOT ENGLISH	PERCENT NOT ENGLISH
BW	0670	1061	122	11.50%	47	4.43%	232	21.87%	105	9.90%
BG	0671	453	289	63.80%	43	9.49%	343	75.72%	124	27.37%
CI	0682	438	113	25.80%	48	10.96%	122	27.85%	43	9.82%
CV	0672	340	231	67.94%	100	29.41%	325	95.59%	150	44.12%
EB	0668	770	490	63.64%	108	14.03%	631	81.95%	291	37.79%
EC	0684	535	183	34.21%	33	6.17%	175	32.71%	56	10.47%
FO	0674	469	369	78.68%	55	11.73%	444	94.67%	276	58.85%
FB	0689	787	147	18.68%	39	4.96%	192	24.40%	65	8.26%
GC	0675	381	294	77.17%	47	12.34%	358	93.96%	224	58.79%
OAK	0696	483	234	48.45%	43	8.90%	246	50.93%	118	24.43%
PL	0678	546	404	73.99%	60	10.99%	486	89.01%	236	43.22%
PB	0679	315	232	73.65%	43	13.65%	286	90.79%	112	35.56%
RL	0685	692	227	32.80%	64	9.25%	265	38.29%	130	18.79%
RC	0669	821	62	7.55%	15	1.83%	177	21.56%	61	7.43%
WVR	0673	641	220	34.32%	7	1.09%	366	57.10%	157	24.49%
WD	0665	723	238	32.92%	35	4.84%	442	61.13%	195	26.97%
ZW	0681	433	362	83.60%	109	25.17%	422	97.46%	185	42.73%
ELEM TOTAL		9888	4217	42.65%	896	9.06%	5512	55.74%	2528	25.57%
BMS	0033	1018	633	62.18%	95	9.33%	822	80.75%	399	39.19%
MGMS	0094	1721	402	23.36%	99	5.75%	537	31.20%	246	14.29%
NVMS	0086	661	540	81.69%	156	23.60%	612	92.59%	301	45.54%
OMS	0034	1044	367	35.15%	87	8.33%	457	43.77%	162	15.52%
MIDD SCHL TOTAL		4444	1942	43.70%	437	9.83%	2428	54.64%	1108	24.93%
MGSH	0090	2255	328	14.55%	138	6.12%	512	22.71%	253	11.22%
OSH	0032	2035	1003	49.29%	242	11.89%	1242	61.03%	536	26.34%
PCSH	0088	1952	1360	69.67%	325	16.65%	1640	84.02%	965	49.44%
OALC-SR	0702	144	102	70.83%	214	148.61%	101	70.14%	36	25.00%
OSTC	0042	62	40	64.52%	18	29.03%	34	54.84%	7	11.29%
ACHIEVE	0045	20	19	95.00%	1	5.00%	17	85.00%	1	5.00%
SR HIGH TOTAL		6468	2852	44.09%	938	14.50%	3546	54.82%	1798	27.80%
DISTRICT TOTAL		20800	9011	43.32%	2271	10.92%	11486	55.22%	5434	26.13%

Notes:
1. Enrollment is June 2018
2. Free and Reduced is October 2017
3. Prelim Mobility is SY 2018 SIS data (Final Available From State - Spring 2019)
4. Ethnicity is June 2018

Appendix G

Osseo Area Schools Demographics from MDE Report Card – 10/1/2018



Race/Ethnicity	Count	Percent
Hispanic or Latino	1,958	9.1%
American Indian or Alaska Native	198	0.9%
Asian	3,417	15.9%
Black or African-American	5,337	24.9%
Native Hawaiian or other Pacific Islander	8	0.0%
White	9,162	42.7%
Two or more races	1,392	6.5%
All students	21,472	100.0%

	Count	Percent
English learner	2,248	10.5%
Special education	3,010	14.0%
Free/Reduced-Price meals	8,855	41.2%
Homeless	254	1.2%

Appendix H

NWSISD #6078 Policy 624

Magnet School Lottery

I. PURPOSE

The Northwest Suburban Integration School District #6078 (NWSISD) has established magnet schools to further the purpose of a racially integrated metropolitan area, to equal educational opportunities for all children, and to the enhancement of educational opportunities through inter-district educational options in integrated settings. All students residing in the member districts are eligible to attend NWSISD's magnet schools and must apply for a position at a magnet school.

II. Magnet School Lottery

NWSISD will conduct a lottery if the number of applicants exceeds the number of available seats, as described in procedures.

I. LOTTERY PRIORITIES

A. **Sibling Priority**
First priority will be given to the applications of siblings of students who are currently attending and will continue to attend the same magnet school, and who have submitted an application during the priority application period. Applications receiving the sibling preference will be sorted within this priority through a random selection process.

B. **Magnet Strand Priority**
Second priority will be given to the applications of students who have completed the course of study in one of the member district's magnet programs and wish to attend a similarly themed magnet program at the next school level. For example, a student at an arts elementary magnet wishing to attend an arts middle school magnet will be given this priority. Applications receiving this priority will be sorted within this priority through a random selection process.

C. **Geographic Priority**
(1) Third priority at each magnet school or school containing a magnet school program, priority will be given to the applications of students residing in specific geographical areas. Geographic areas will be determined as necessary to strive for more racially balanced schools. Applications receiving this priority will be sorted within this priority through a random selection process.
(2) Neighborhood and community demographics will be taken into consideration when dividing the eight member districts as a whole into geographic areas for lottery priority placement.

II. SECOND CHOICE PROCEDURE

A. If a student does not get into his or her first choice magnet school, and they have indicated a second choice on their application, their second choice magnet school may be assigned.

B. When a student who indicated interest in more than one magnet school is assigned to a magnet school, his or her application will not be considered for placement in the other school. Therefore, assigned students cannot be placed on a wait list for another school.

C. Following the final lottery, if a student has not been assigned to either a first or second choice school, he/she will be placed on the wait list for the first choice school.

III. NOTIFICATION OF ASSIGNMENT TO SCHOOLS AND MEMBER DISTRICTS

Schools will be notified that assigned students can be viewed in the online magnet portal prior to parent notification. Schools are encouraged to review lists to ensure sibling enrollment and identify any potential students who should be enrolled through natural attendance boundaries. Schools should notify NWSISD upon review of assigned students by specific dates so notification letters can be mailed to parents.

IV. NOTIFICATION OF OFFERS TO PARENTS AND RESPONSE

At a date to be determined, an assignment letter shall be sent notifying parent (or guardians) of each magnet school seat offered as a result of the lottery. The assignment letter assumes that the student is accepting placement into the magnet school program, pending district rules, and will enroll in the school by the date indicated on the assignment letter. If the student is accepting placement, he or she does not need to contact the NWSISD magnet office.

V.

VI.

Adopted:
Revised:

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Appendix I

ETHNICITY by Gender October 01, 2018

SCHOOL	TOTAL STUDENTS	Am. Indian M	Am. Indian F	Asian M	Asian F	Hispanic M	Hispanic F	Black M	Black F	White M	White F	MINORITY TOTAL	MINORITY PERCENT
0670 - Basswood Elem	1046	4	3	48	39	11	16	39	35	464	387	195	18.64%
0671 - Birch Grove Elem	455	2	5	56	44	22	26	84	97	50	69	336	73.85%
0682 - Cedar Island Elem	451	2	7	9	11	11	17	37	24	182	151	118	26.16%
0672 - Crest View Elem	288	2	1	24	12	22	16	70	74	31	36	221	76.74%
0668 - Edinbrook Elem	777	8	5	137	110	30	26	139	127	108	87	582	74.90%
0684 - Elm Creek Elem	557	9	5	9	22	16	25	41	34	206	190	161	28.90%
0674 - Fair Oaks Elem	451	0	0	57	52	78	65	57	67	45	30	376	83.37%
0689 - Fernbrook Elem	825	4	2	19	38	6	13	46	47	330	320	175	21.21%
0675 - Garden City Elem	379	4	1	70	63	39	34	57	56	29	26	324	85.49%
0696 - Oak View Elem	516	4	3	19	28	30	25	56	50	132	169	215	41.67%
0678 - Palmer Lake Elem	497	2	0	92	68	30	16	131	83	31	44	422	84.91%
0679 - Park Brook Elem	297	4	2	28	42	17	17	69	66	28	24	245	82.49%
0685 - Rice Lake Elem	686	3	4	48	40	23	26	37	50	218	237	231	33.67%
0669 - Rush Creek Elem	800	7	3	43	31	4	12	27	21	322	330	148	18.50%
0673 - Weaver Lake Elem	634	3	0	95	68	10	18	95	87	126	132	376	59.31%
0665 - Woodland Elem	709	2	2	80	93	14	14	96	110	155	143	411	57.97%
0681 - Zanewood Elem	431	1	1	38	40	27	32	102	114	38	38	355	82.37%
TOTAL ELEMENTARY	**9799**	**61**	**44**	**872**	**801**	**390**	**398**	**1183**	**1142**	**2495**	**2413**	**4891**	**49.91%**
0033 - Brooklyn Middle	1072	5	4	131	140	52	60	228	204	136	112	824	76.87%
0094 - Maple Grove Middle	1713	5	11	80	67	62	63	106	125	630	564	519	30.30%
0086 - North View Middle	603	1	7	75	65	56	42	126	131	46	54	503	83.42%
0034 - Osseo Middle	1090	11	11	60	49	25	27	155	113	332	307	451	41.38%
TOTAL MIDDLE	**4478**	**22**	**33**	**346**	**321**	**195**	**192**	**615**	**573**	**1144**	**1037**	**2297**	**51.30%**
0090 - Maple Grove Sr	2358	9	8	92	104	42	44	138	98	893	930	535	22.69%
0032 - Osseo Sr	2152	21	11	174	147	96	97	369	389	416	432	1304	60.59%
0088 - Park Center Sr	2094	11	10	321	329	128	107	392	380	206	210	1678	80.13%
0702 - OALC (SnglEnr)	179	3	1	8	5	17	12	46	35	26	26	127	70.95%
0042 - OSTC @ OEC	79	1	0	3	5	4	1	15	11	28	11	40	50.63%
0045 - ACHIEVE @ OEC	21	2	0	0	0	0	0	8	5	5	1	15	71.43%
TOTAL SENIOR HIGH	**6883**	**47**	**30**	**598**	**590**	**287**	**261**	**968**	**918**	**1574**	**1610**	**3699**	**53.74%**
DISTRICT TOTAL	**21160**	**130**	**107**	**1816**	**1712**	**872**	**851**	**2766**	**2633**	**5213**	**5060**	**10887**	**51.45%**
0697 - ECSE	**376**	5	0	27	16	30	12	69	31	124	62	**190**	**50.53%**

Center for Innovation and the Arts

February 2021

History and Vision

Jay Stroebel, Brooklyn Park, City Manager

A Partnership Project

North Hennepin Community College

Hennepin

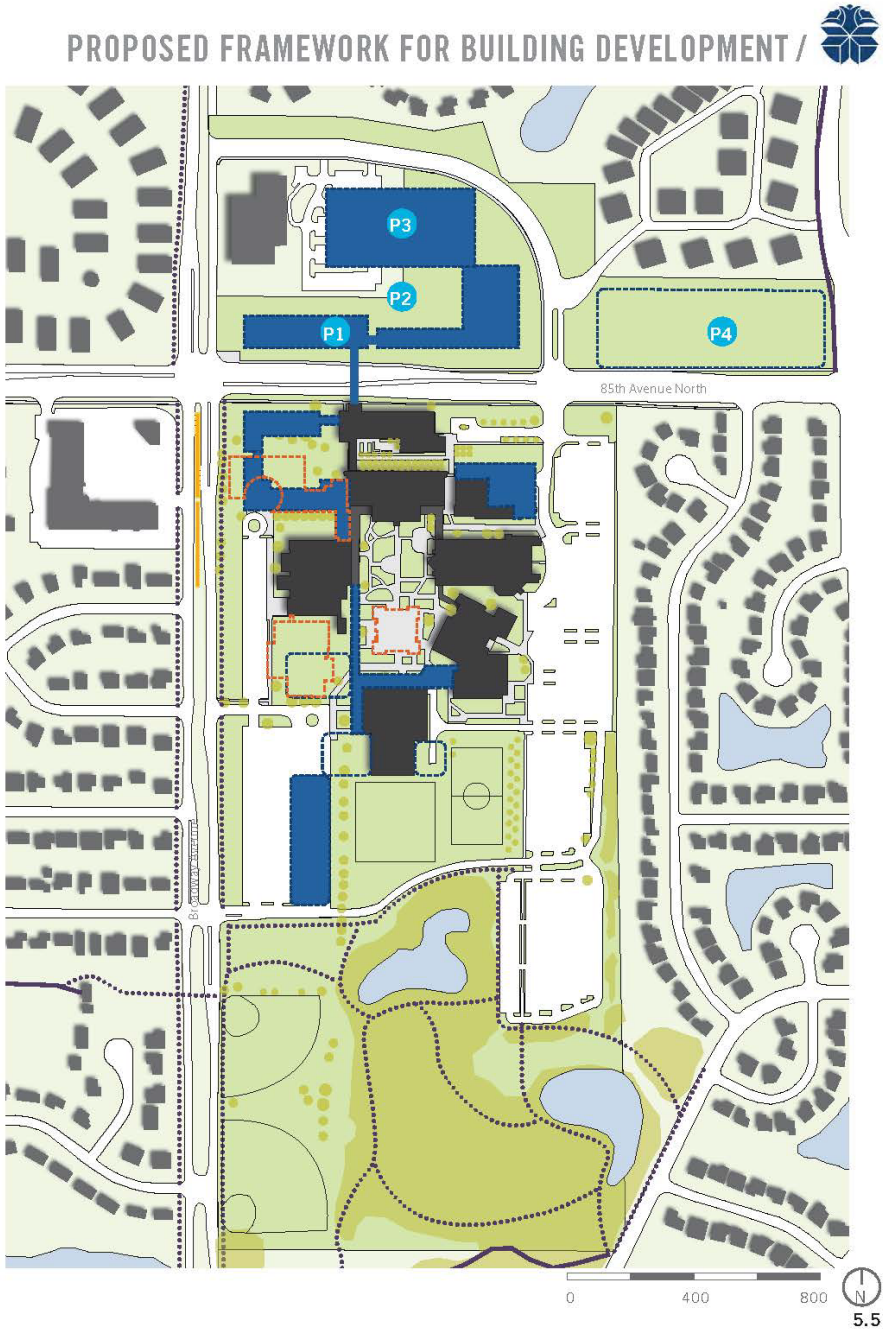
Osseo Area Schools ISD 279

Brooklyn Park

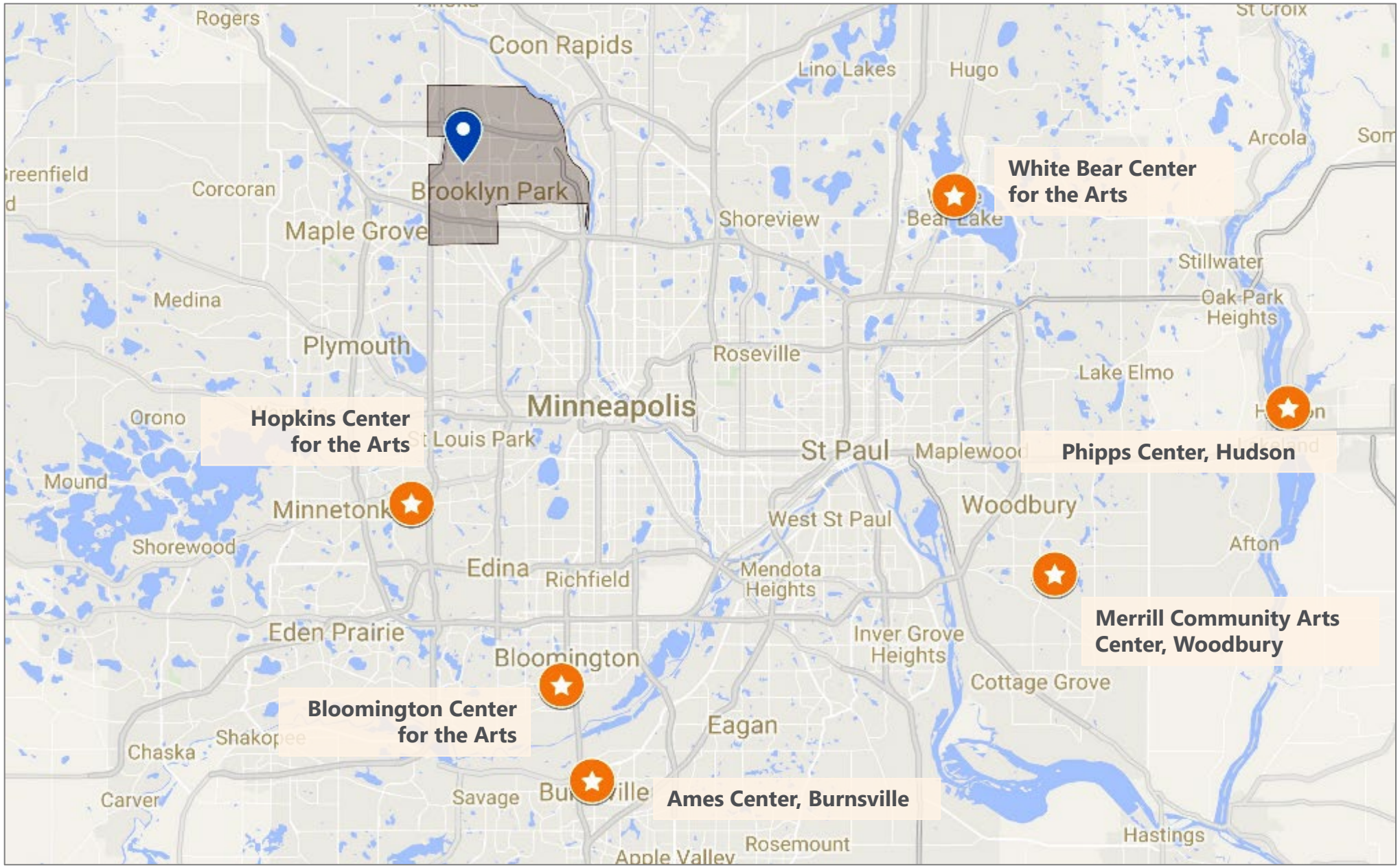
...and many more

2020 Advisory Council kick off meeting

NHCC Master Facility Plan 2015
LRT Station Area Plan 2016



85TH AVENUE AERIAL View from the southwest



Multidisciplinary Public Arts Centers in Suburban Communities

Additional Context

2013 - Building to 2030 Signature Development Task Force

2014 - Brooklyn Park Public Art Task Force

2015 - North Hennepin Community College Comprehensive Facilities Plan

2016 - Brooklyn Park Station Area Plan

2016 - Brooklyn Bridge Alliance Youth-to-Youth Survey

2016 - Brooklyn Bridge Alliance for Youth's Performing and Visual Arts in the Brooklyn's Survey

2017 - Brooklyn Park 2025 Community Plan

2018 - Brooklyn Park Parks and Recreation System Plan

Consensus Visioning 2017

1. Inspirational design with dynamic teaching, learning, creative spaces
2. Inviting aesthetics that allow for distinctive, connective experiences
3. Community-centered educational programming
4. Financial sustainability through leveraged partnerships
5. Equitable access and opportunity for all

Project Status

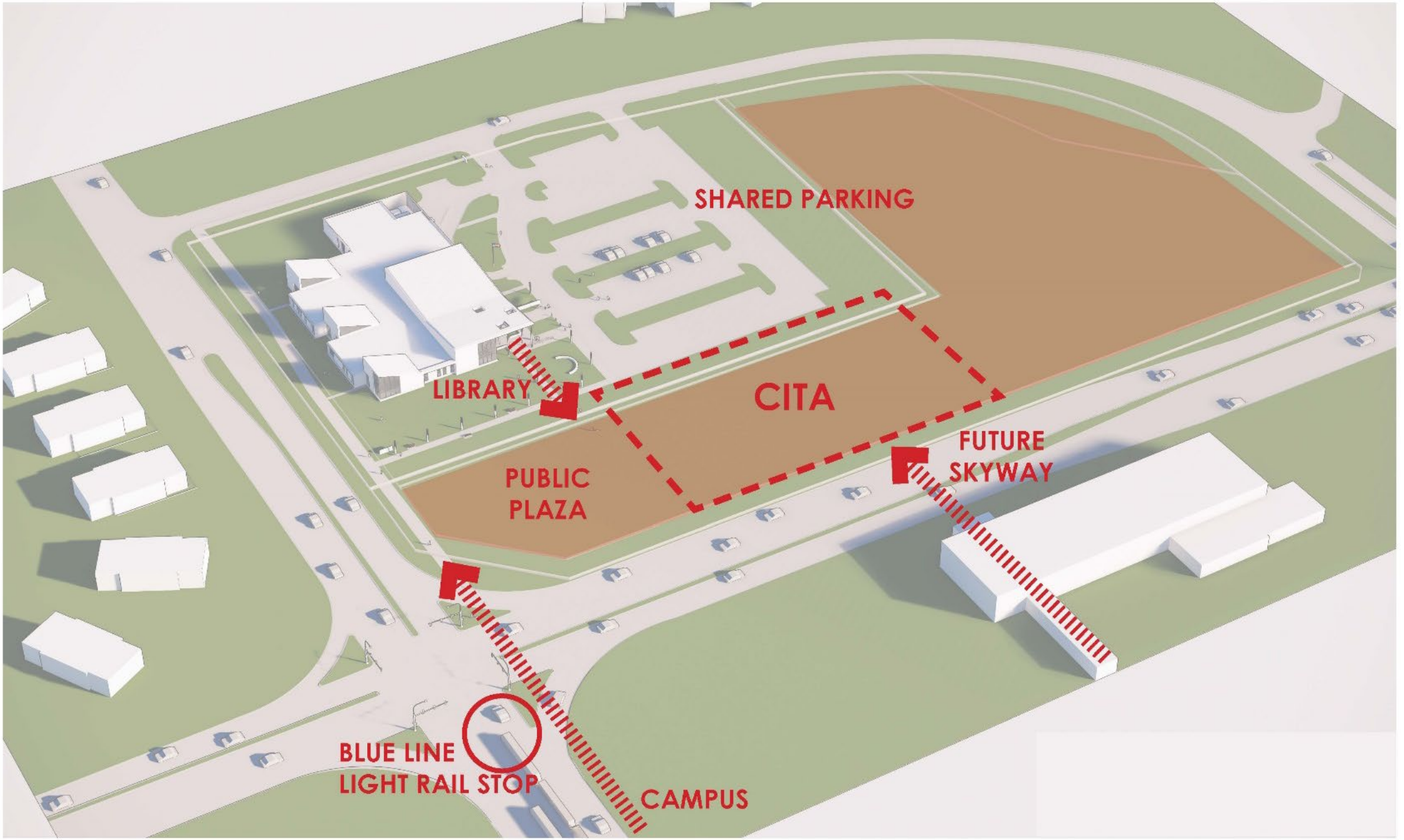
Dr. Rolando Garcia, North Hennepin Community College, President

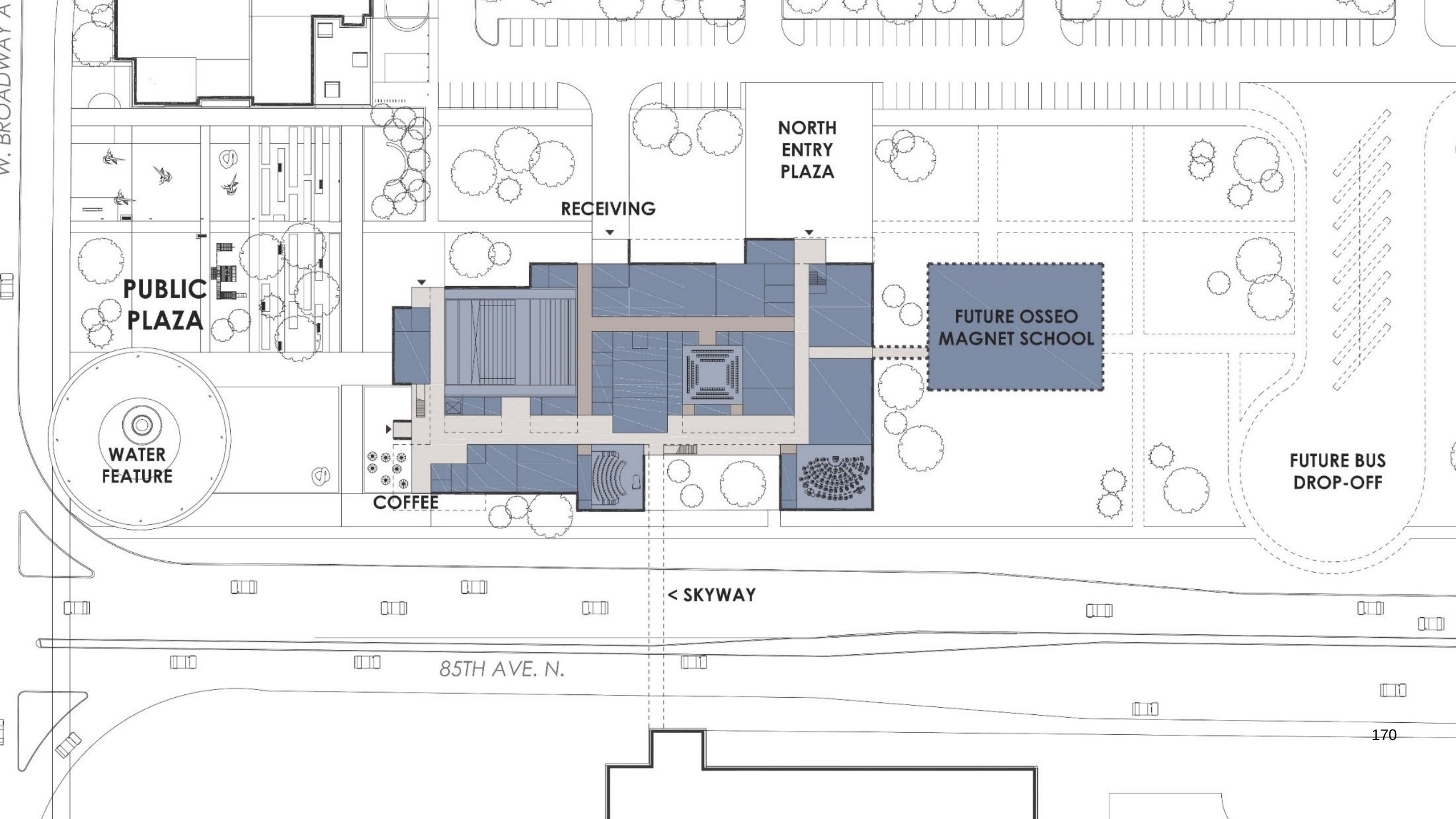
Accomplishments to date

- **Feasibility Study** (2018-19)
- **Pre-design** (2018)
- Designated by MN State Colleges and Universities Board of Trustees as part of their **2020 capital program** (June 2019)
- Brooklyn Park **EDA adopts resolution** committing to participate financially (August 2019)
- Established an **Advisory Committee** (2020)
- Hiring a **Capital Campaign Manager** to fundraise (2021)

Program Summary

No.	Space Categories		Proposed SF	Seats	Osseo Schools
			ASF		
100	Public Spaces		7,490		
200	Performance Space		12,030	500	
300	Music		9,710	152	
400	Theatre & Dance		8,750	60	
500	Visual Arts		9,210	28	
600	School District		0		13,010
800	Shared Spaces		3,810	60	
	Subtotal (ASF)		**51,000**	**800**	
900	**Grossing Factor**	1.63	32,130		8,457
	Non-Assignable/Non-Program Space				
	Services, M&E, circulation, WCs, etc.				
	Total (GSF)		**83,130**	**800**	
	Total (GSF) with School District				**104,597**


SHARED PARKING
LIBRARY
CITA
PUBLIC PLAZA
FUTURE SKYWAY
BLUE LINE LIGHT RAIL STOP
CAMPUS


W. BROADWAY A
NORTH
ENTRY
PLAZA
RECEIVING
PUBLIC
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FUTURE OSSEO
MAGNET SCHOOL
WATER
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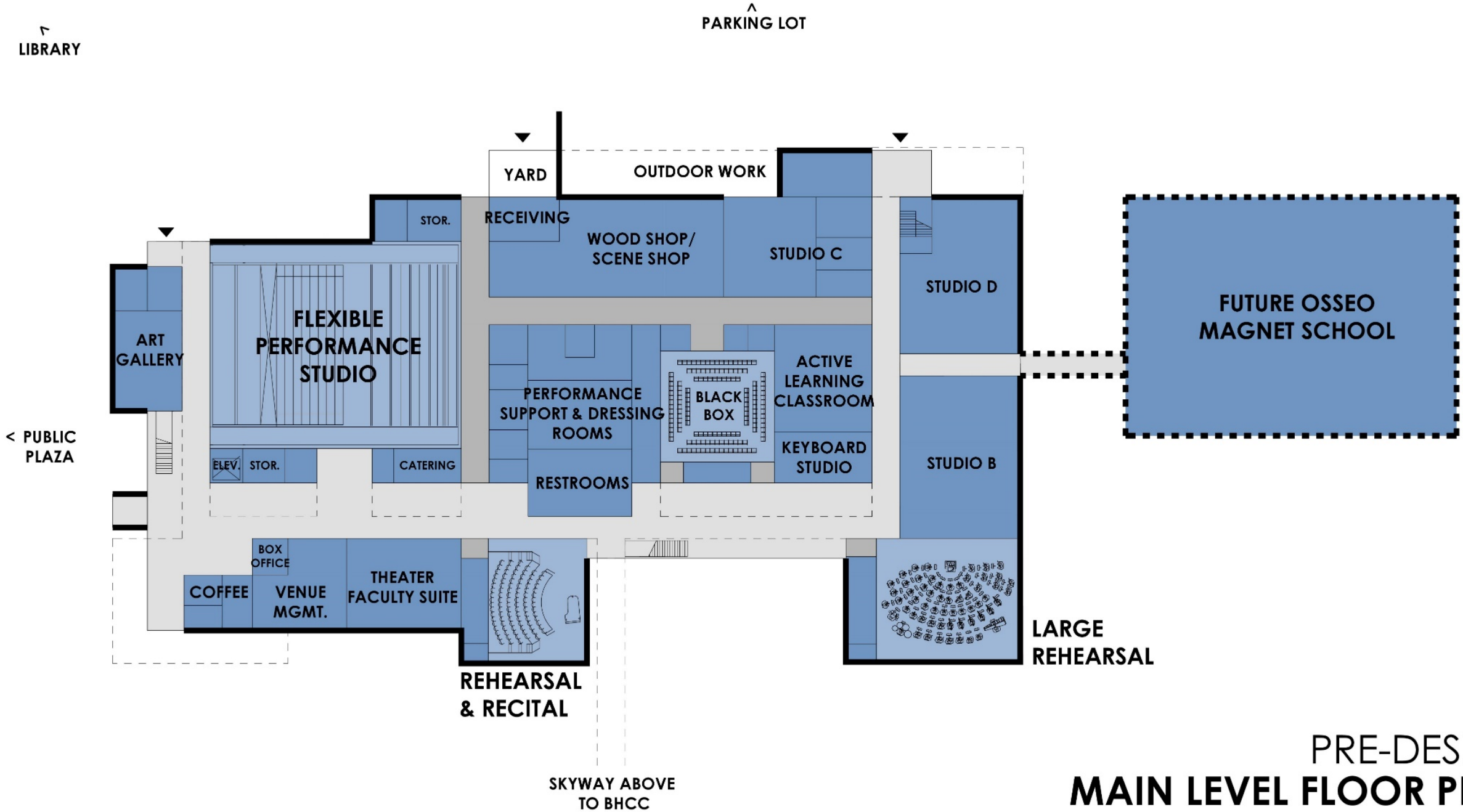
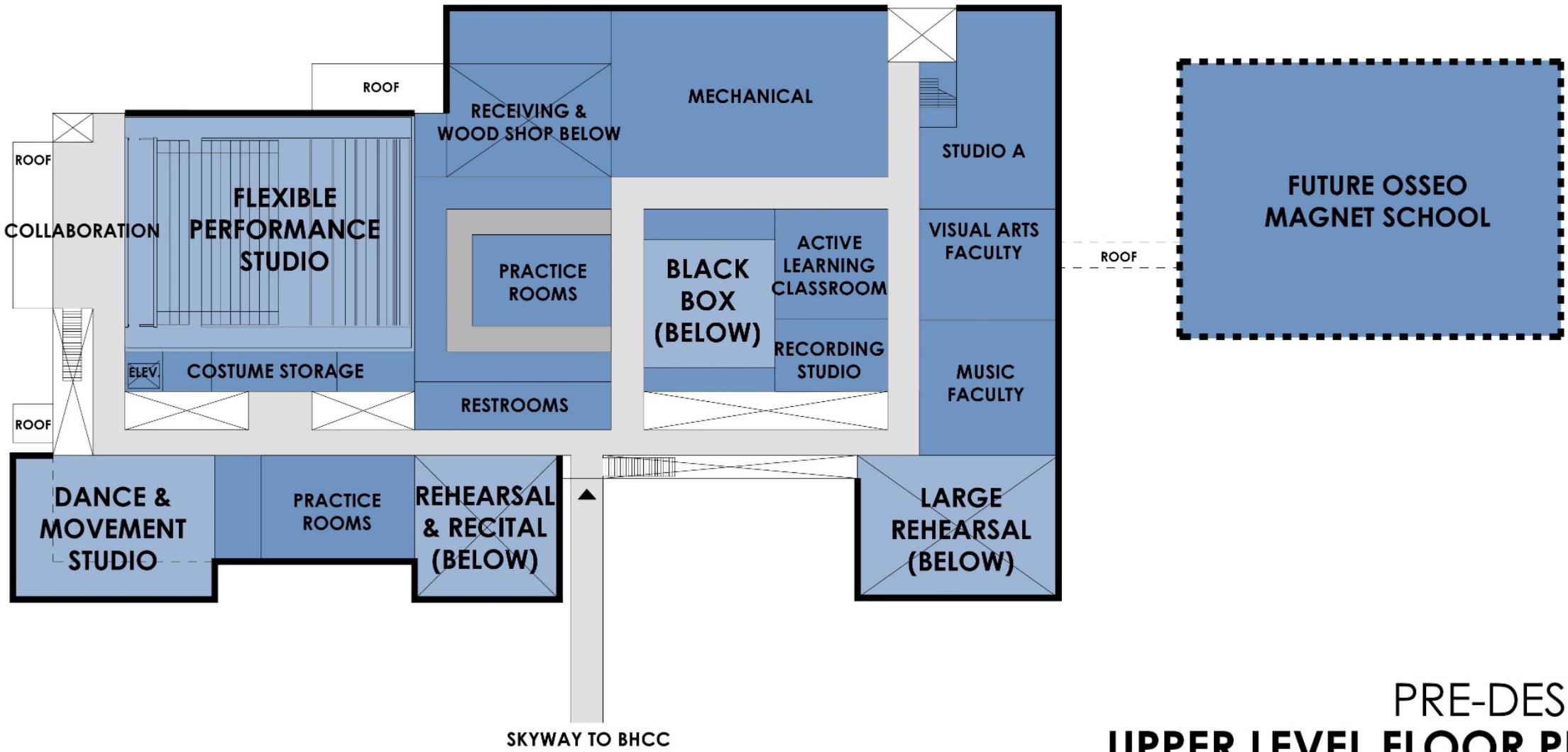
COFFEE
FUTURE BUS
DROP-OFF
< SKYWAY
85TH AVE. N.



PRE-DESIGN

MAIN LEVEL FLOOR PLAN



PRE-DESIGN

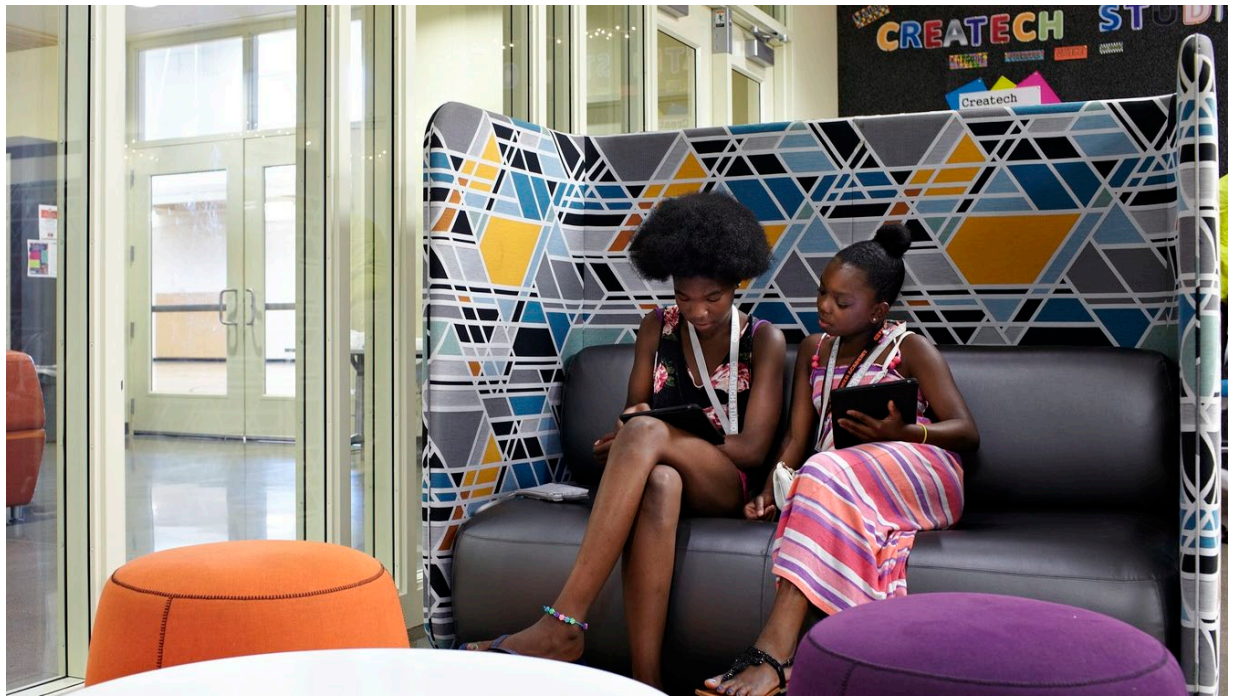
UPPER LEVEL FLOOR PLAN

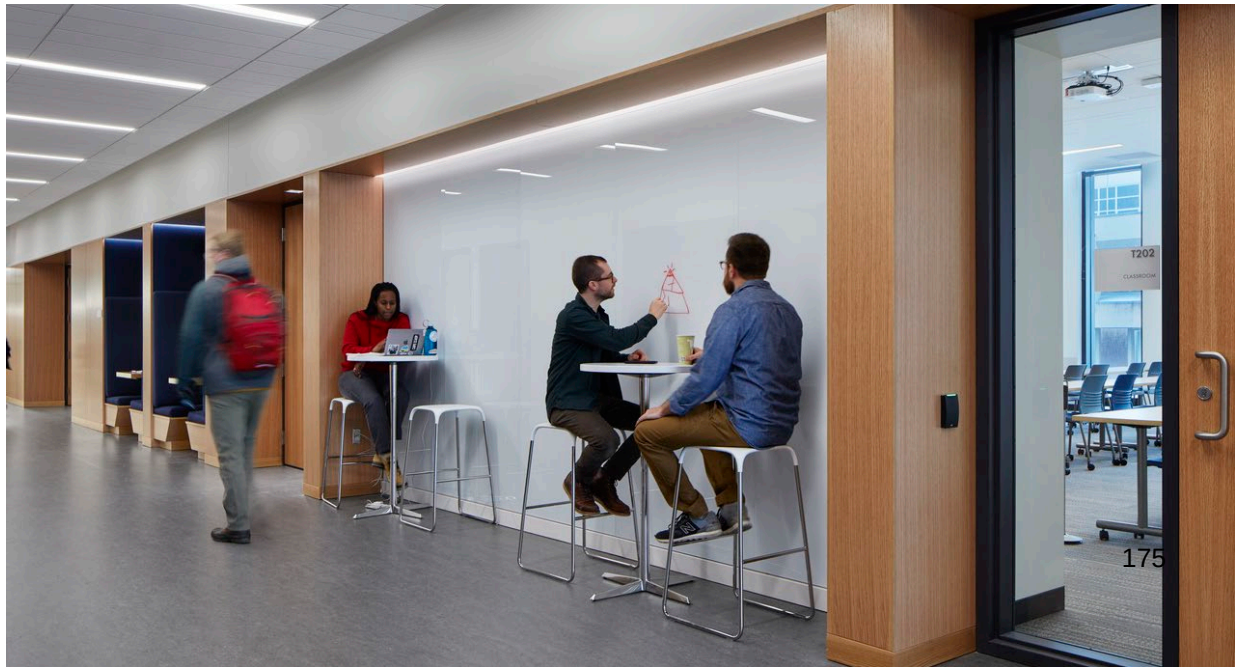
CITA
CENTER FOR INNOVATION AND THE ARTS

Lobby

© 2018 HGA

Informal/ Collaboration Areas



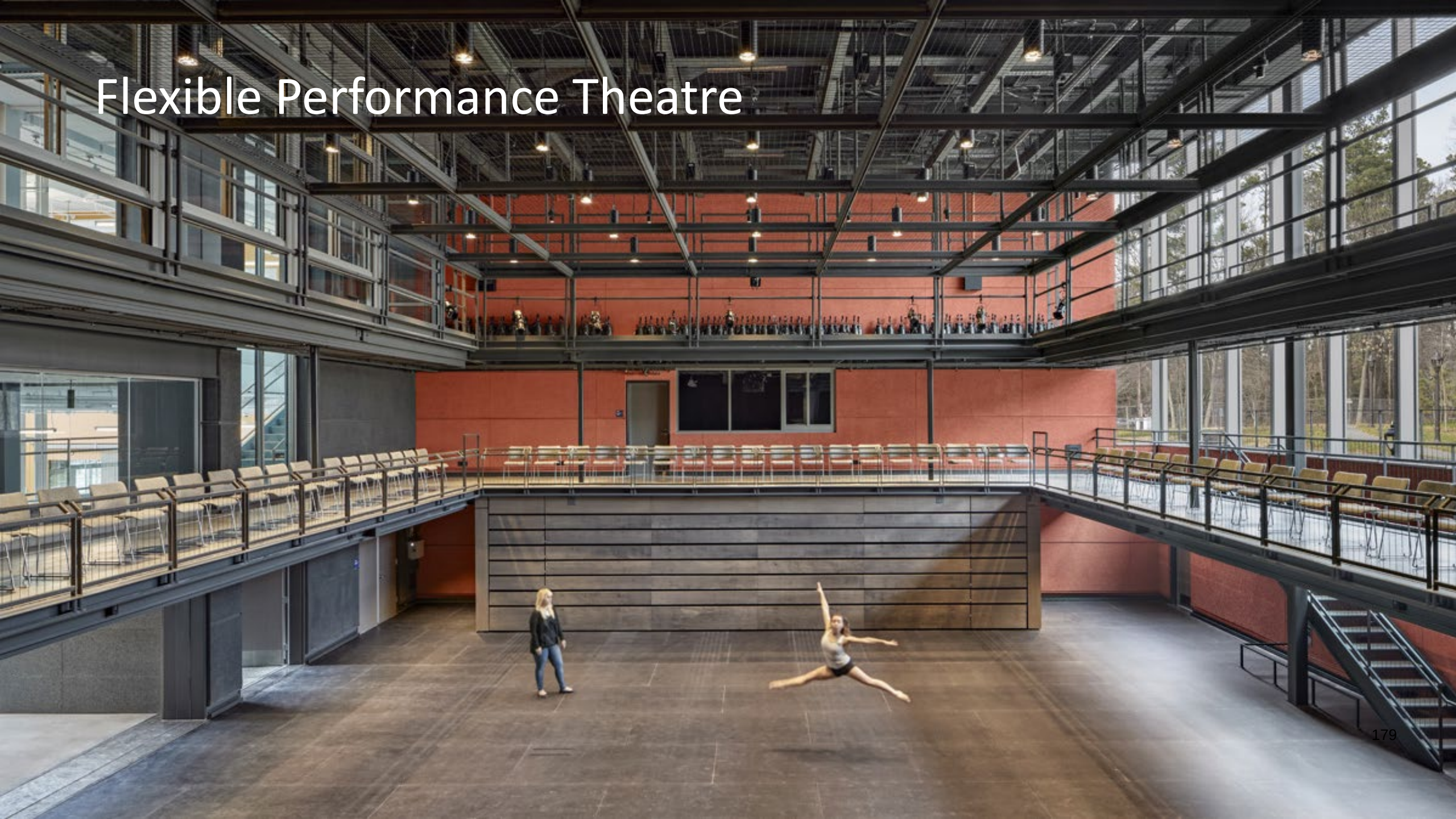


Art Gallery Space

Dance and Movement Studio

Flexible Performance Theatre

Flexible Performance Theatre



Arts Studios

© 2018 HGA

Rehearsal and Small Performance Space

© 2018 HGA

Black Box

Active Learning & STEAM Classrooms

Public Plaza

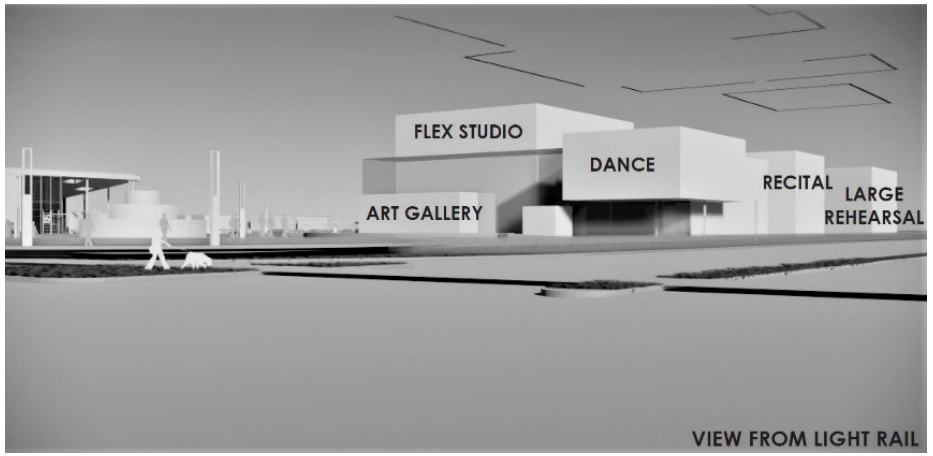
CITA Project Summary

Project Cost:

$85M (includes inflation and contingency)

$45M Request for State General Obligation Bonds

- 2021 Bond Request: $7M
- 2022 Bond Request: $38M



Capital Sources and Uses

Sources	Amount
2021 Bond Request	$7M
2022 Bond Request	$38M
City of Brooklyn Park	~$8M
Partners/Fundraising	$32M
TOTAL	**$85M**

Uses	Amount
Design and Project Management	$7M
Construction	$52M
Soft Costs	$10M
Inflation	$16M
TOTAL	**$85M**

Why this project matters

Kimberly Berggren, Brooklyn Park, Community Director

Brooklyn Park

- Cross-cultural **programming** (education and recreation) for community members of all ages
- **Partnerships** with neighboring cities and cultural communities
- Anchor and focal point for **equitable economic development** – at future LRT station
- **Workforce** development opportunities, including pathways to careers

Hennepin County

- Opportunity to build out space around new HC Library to attract and serve a wider patronage
- Economic development opportunity and a focal point for families and employees in NW along planned BLRT line

North Hennepin Community College

- Need to replace aging fine and performing arts facilities with state-of-the-art space
- Opportunity to partner with K-12 to meet their needs and further develop STEAM career pathways
- Opportunity to partner with the City of Brooklyn Park to expand arts in the community an serve our diverse constituents
- Historically fine and performing arts programs have been a signature and fundamental identity at NHCC

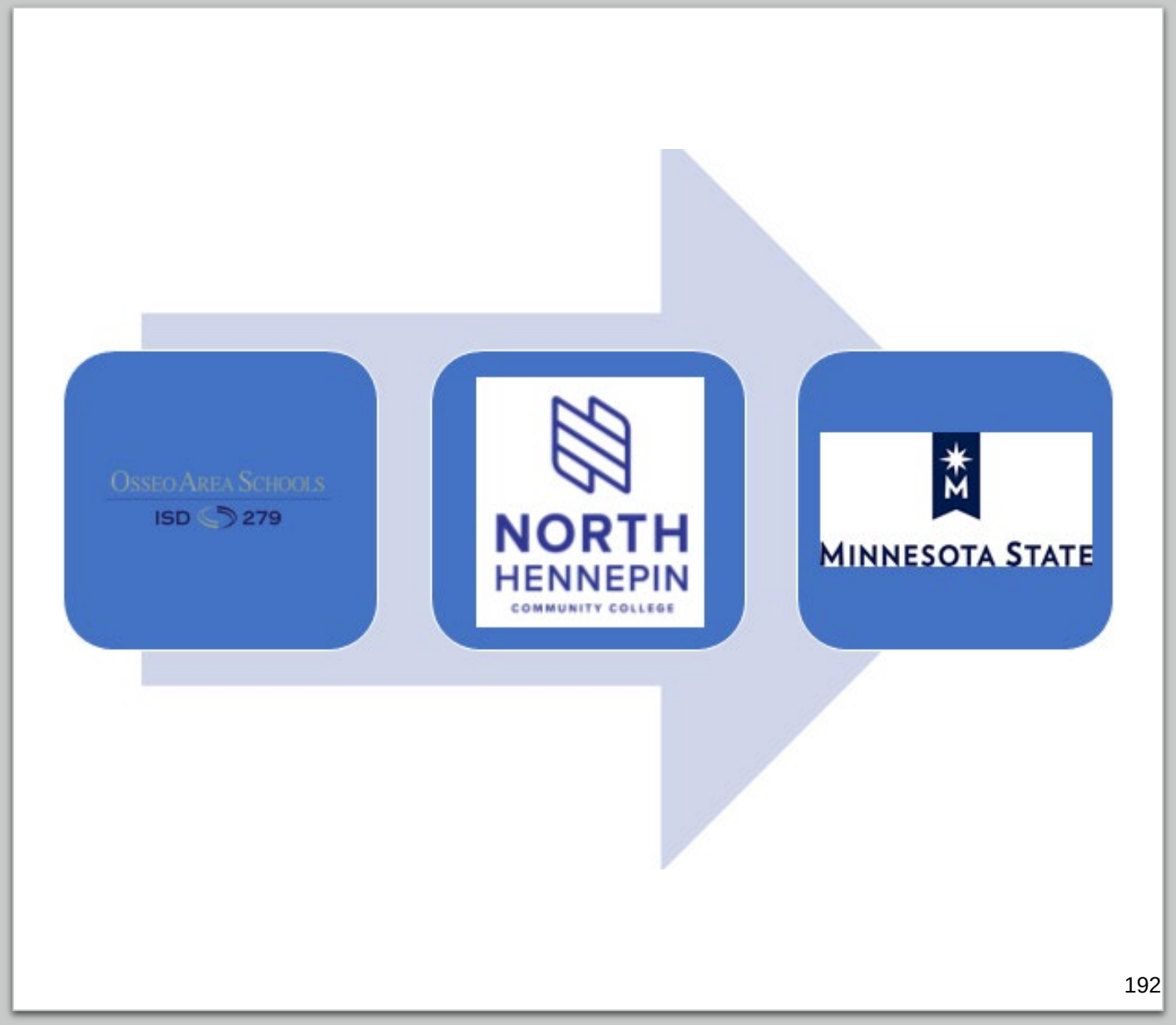
OSSEO AREA SCHOOLS

ISD 279

- Need for additional space due to anticipated growth thus overcrowding of HS teaching and learning spaces
- Unique opportunity to expand STEAM education for 9-12 and create seamless pathways in partnership with NHCC and Minnesota State
- Opportunity to partner with college and library regarding resources related to STEAM

Partnership potential

- Early College High School
- Develops NW Metro talent in:
  - dance
  - music
  - science
  - theater
  - visual arts
- Creates an onsite pathway to:
  - Bachelor of Arts
  - Bachelor of Fine Arts
  - Bachelor of Music
  - Bachelor of Science



Temporary Public Plaza Opening (2020)

Section	MSA Finding	#	MSA Recommendation	District Recommended Priority	Site Implementation	District Implementation
1.0 Diversity	There is no evidence of a district-wide marketing event, such as a Magnet Fair, to market Osseo Area Schools.	1	Provide support for schools to develop strategies to “Scream the Theme” in their hallways, classrooms, and throughout the community.	High	Need for new marketing materials, with pathway connections	Marketing and branding - NWSISD should have marketing for K - 12, is there a video on the website with all magnet schools. Develop a deliberate marketing plan with our communications department
1.0 Diversity	There is consistency on the magnet application process from school to school using the Northwest Suburban Integration School District Magnet Lottery Process.	2	Have the district work closely with the individual principals and the Northwest Suburban Integration School District to determine open magnet seats.	None		
1.0 Diversity	Open enrollment procedures within Osseo Area Schools and outside the Northwest Suburban Integration School District may interfere with the integration goals of the Northwest Suburban Integration School District.	3	Increase current marketing and recruitment plans to include an annual review that uses student application data and indicators of success that results in reduction of minority group isolation.	High	When a marketing plan is developed, it could analyzed each year and adapt our startegies for getting families into schools. We need specialized marketing strategies to address our racially isolated schools. Ensuring that a system level Magnet School Coordinator is added for this work-this person could oversee many different aspects at the system level and collaborate with buildings and other district staff to ensure that magent schools are prioritized.	We need specialized marketing strategies to address our racially isolated schools. Ensuring that a system level Magnet School Coordinator is added for this work-this person could oversee many different aspects at the system level and collaborate with buildings and other district staff to ensure that magent schools are prioritized.
1.0 Diversity		4	Consider making Osseo Senior High a whole school Magnet instead of a small magnet within the school to have a STEM High School in Osseo."	None		
1.0 Diversity	There seems to be less ownership of the school integration goal with Northwest Suburban Integration School District handling all of the magnet application, lottery, transportation and placement of magnet students.	5	Develop a process to build a community task force that can clarify the history, purpose, mission, and goals of the magnet programs and ensure that all stakeholders have access to this information. If the purpose is the same as the Northwest Suburban Integrated School District, then ensure that purpose is known and shared by all.	None		
1.0 Diversity	Weaver Lake and Osseo Senior High are the only magnet schools that reflect the demographic makeup of the district.	6	Use the magnet schools to develop a framework to enhance diversity, equity, and inclusion in all of Osseo Area Schools	None		
1.0 Diversity		7	Build capacity within and across leadership teams to ensure all classes and programs in the magnet school are fully and consciously integrated to reflect the diversity of the district and community.	High	Extra staff development - required, curriculum writing	Required staff development around magnet theme, certified teachers?, development of integrated standards and units for magnets, alignment for buildings K - 12, required PD written into contract? Creating a pathway of professional development in our system to meet the professional development needs are being met. And providing a certificate for teachers who complete the PD. What partnerships can we form around professional development that can also add to our marketing?
1.0 Diversity		8	Ensure alignment of Minnesota’s Achievement and Integration legislation and planning for future growth in the district.	Medium		
1.0 Diversity	It appears very little communication exists between the schools on the same pathway.	9	Offer more clarity and communication about the connections between elementary, middle, and high school pathway options.	High		Laying out the connections for staff and parents to see how the Pathways progress throughout the system. Ensuring that Enrollment center has this information-either adding staff or educating current staff. Updating the website to reflect the magnet schools and the pathways throughout K-12
1.0 Diversity		10	Provide marketing materials, applications, and choice information to target market areas where schools are not identified as being Racially Isolated by the state (ex. Maple Grove, Rice Lake, etc.).	High		
1.0 Diversity		11	Ensure that schools know where the target market areas are to recruit students from to diversify their schools.	Low		
1.0 Diversity		12	Conduct focus groups in target market areas to see what would make some of the undersubscribed magnet schools more attractive.	Low		

1.0 Diversity		13	Host at least one district-wide recruiting event in the target market area of Osseo Area Schools.	Low	We should market more within the district and the community to market the pathway for our elementary, middle and high school magnet programs. Through Magnet Fairs, meeting with elementary schools as transitions to Middle and High School programs.	
2.0 Attract		1	Set a goal and create a process to improve undersubscribed and low achieving magnet schools and programs. Through this process, affected schools would submit a plan that specifies how they will address theme integration, targeted student recruitment, and professional development. Using MSA's Cycle of Improvement, Osseo Area Schools should determine which schools have demonstrated success.	Low		
2.0 Attract		2	Identify exemplary models of magnet programs in other districts to compare and develop a network of support to ensure relevancy and continual improvement.	Medium	would need to identify the schools/magnet programs that we could learn from (see #7)	would need to identify the schools/magnet programs that we could learn from (see #7)
2.0 Attract		3	Identify magnet models in Osseo Area Schools. (See Ratings in Appendix)	High		
2.0 Attract		4	Review funding for theme-based professional development using theory, research, and practice that will support the full integration of the magnet curriculum for all students at all magnet schools. Funding should be differentiated by the size, level, and need of the magnet school.	High	Input from each magnet school, Time and support for writing and implenting new integrated units with value added standards	Funding prioritizes magnet theme PD for staff, instructional coaches (CIC) for magnets (district allocated), Required PD for magnet teachers according to theme (STEM, ARTs, Thinking Maps), Integration PD, With new science standards coming up - STEM/STEAM schools will need to redo integrated units with value-added standards
2.0 Attract		5	Ensure that there is theme specific professional development for staff at all magnet schools giving staff opportunities to learn from other districts across the country	High	This is an exceptionally high need and priority. Building magnet leadership team, identifying PD for staff	Leadership PD opportunities, MSA membership - confereces, certification and awards for networking, Money to support release of staff for PD, District level position to work on partnerships and PD
2.0 Attract		6	Continue to develop a district and school process for encouraging and developing strategic business partnerships that enhance the theme and provide career and college preparation. At the high school level, these should include internships.	Medium	planning and coordination for magnet students has to be present	Opportunities for magnet students to explore college and career pathways - internships, field trips, experiences, etc., Support for seeing leaders who represent them in different careers
2.0 Attract		7	As magnet schools grow in the district, consider other themes besides STEM to broaden choices for parents and perhaps attract students from surrounding districts.	Medium	would love to see language immersion, would like to add arts to Weaver Lake STEM, need to build up current magnet programs	Looking at other magnet offerings in the district.
2.0 Attract		8	Have Osseo Area Schools work closely with the individual principals and the Northwest Suburban Integration School District to come up with a process to determine open magnet seats particularly in magnet schools with attendance zones.	None		
3.0 Achievement		1	Organize a means for collaboration between and among schools and district staff to provide leadership and support.	High	There would be more collaboration between magnet sites rather than in isolation. Especially with magnets that are running well. Possible regular meetings (monthly?) between sites, leadership, and other schools in the area.	Examine how we developing our staff development days/Learning Leaders meetings to meet the needs of the magnet schools.
3.0 Achievement		2	Ensure that all magnet schools address their magnet theme in School Improvement Plans.	Low		
3.0 Achievement		3	Devise a plan for collaboration time with teacher and curriculum specialists that will be a structured part of weekly planning for each magnet school.	High	It should be a high priority to continue to build teacher capacity, especially when there is attrition. Schools should work to ensure consistency amongst other magnet sites to have uniformity among programs.	
3.0 Achievement		4	Ensure that tiered levels of intervention are successfully implemented at each site to eliminate disproportionality of student achievement based on race, gender, socioeconomic status, etc.	Low	we need intervention clarity- does this equal remedial support	
3.0 Achievement		5	Provide support for magnet schools to analyze student achievement data by demographic groups and conduct ongoing research and evaluation of student outcomes to ensure that they become more inclusive, accessible, and equitable.	High	This practice is currently in place.	This practice is currently in place.

3.0 Achievement		6	Develop and implement a viable and sustainable financial plan for the magnet program that includes designated district level staff to ensure delivery of high-quality options and oversight of theme implementation, professional development, marketing and recruitment, and student assignment. This should include consideration of a district level position to oversee magnet programs in the district. Funding for each magnet program should be differentiated by size, level, and need of the magnet school.	High	This needs to be funded through general funds and not the AI budget.The funding and the financing would have to come from the district after the initial pilot or grant expires. We need to market, recruit, and retain magnet staff and students.	More concerted effort to streamline support for magnet schools from one person, rather than multiple people. A magnet school coordinator who can answer all questions and provide supports. We need to market, recruit, and retain magnet staff and students.
3.0 Achievement		7	Continue the district professional development on cultural proficiency and the CLEAR model.	High	Continuation of staff development, equity teams, and affinity groups at sites.	

Report to Osseo Area Schools
Gap Analysis

Magnet Schools of America

National Institute for Magnet School Leadership

June 2019

May 2019

Report to Osseo Area Schools
Magnet School Review

Magnet Schools of America National Institute for Magnet School Leadership

Submitted To:

Corey McIntyre

Superintendent

Osseo Area Schools

Authored By:

Kelly Bucherie

Dr. Beth Cochran

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MAGNET SCHOOLS OF AMERICA

Acknowledgements

Magnet Schools of America (MSA) would like to express our sincere appreciation to Patrick Smith, Steve Flisk, and Kelli Parpart, Assistant Superintendents, Osseo Area Schools, and Ronald Meyer, Executive Director of Finance and Operations, for raising the questions about the overall quality and purpose of magnet programs and schools in Osseo Area Schools. We would also like to thank Melissa Jordan, Executive Director of Northwest Suburban Integration School District, for her support in gaining access to magnet application and magnet review data for Osseo Area Schools.

The National Institute for Magnet School Leadership (NIMSL) of MSA has taken exceptional effort for this project. However, it would not have been possible without the support and assistance from the district and the schools. To the many district staff and the many principals and teachers we met along the way, thank you for sharing your passion and commitment to teaching the students in the district. You were extremely receptive to our visit, our observations, and our inquiry.

We also wish to thank the members of the evaluation team and staff who supported the project. In addition to the Director of NIMSL, Kelly Bucherie, and her Coordinator, Ashley Rubenstein, they include team lead, Beth Cochran, and consultant, Billie Rayford. Additionally, Scott Thomas served as an advisor for the project. Your commitment to this project, professionalism, high-quality magnet expertise, feedback and suggestions were above reproach.

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Introduction

Osseo Area Schools inspire and prepare all students to achieve their dreams; contribute to community; and engage in a lifetime of learning. Its scholars benefit from exceptional opportunities, support and partnerships that help them graduate with the confidence, courage, and competence to make their dreams a reality.

To assist in these initiatives, the district asked for assistance from the National Institute for Magnet School Leadership (NIMSL), a leadership development platform and technical assistance arm of MSA, to analyze why Osseo Area Students are leaving the district.

Osseo Area Schools is a member of the Northwest Suburban Integration School District which is a collaborative of seven school districts in the northwest metro area of Minneapolis. The Northwest Suburban Integration School District was created in 2001 through state legislation called Achievement and Integration for Minnesota to help integrate the schools in the northwest metro area of Minneapolis. The purpose of the Achievement and Integration for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. Osseo Area magnet schools started in Osseo with their first Magnet Schools Assistance Program Grant in 2004.

The Northwest Suburban Integration School district works with all seven school districts on the magnet application process, the magnet lottery and magnet transportation. Using data from Northwest Suburban on students enrolling out of Osseo, students enrolling into Osseo and students moving within Osseo, this report will show what themes and what districts students are leaving Osseo Area Schools for.

Analysis

Who is CHOOSING Osseo Area Magnet Schools from WITHIN Osseo? (2018-19)

School	Am Indian	Asian	Black	Hispanic	Multiracial	White	Total Magnet Students	5 Year Trend
Birch Grove Elementary School for the *Arts*	10	86	156	27	6	104	389	-10
Brooklyn Middle *STEAM* School	2	48	113	21	6	53	243	+112
Osseo Senior High *Health Science* Magnet Program	1	34	95	8	7	59	204	+77
Park Center Senior High-An *IB* World School	0	56	79	19	0	15	170	+59

Weaver Lake Elementary: A *Science, Math, and Technology* School	2	142	151	20	5	231	551	**-151**
Zanewood Community School-*STEAM* (new magnet)	0	0	0	0	0	0	0	0

- From within Osseo, Weaver Lake is the only magnet school attracting significant numbers of white students to have their school reflect the district average.
- From within Osseo Brooklyn Middle, Osseo Senior and Park Center are increasing the number of magnet students coming from within Osseo, but these students are negatively impacting the schools' integration goal by increasing minority group isolation within the school.
- From within Osseo, Asian students make up a larger number of magnet students at Weaver Lake and Birch Grove than in the other magnet schools.
- From within Osseo, Weaver Lake, which has a STEM theme, is the most popular magnet school for all students and for white students.

The most popular theme within Osseo Area schools are variations of STEM/STEAM which five of the six magnet schools in Osseo have. There are elementary and middle school choices for the popular STEM/STEAM in Osseo, but Osseo Senior High School, the STEM High School in Osseo, is not a school-wide STEM school. Osseo Senior High has a Health Science Magnet Program within the school.

Who is CHOOSING Osseo Area Magnets from OUTSIDE Osseo? (2018-19)

School	Am Indian	Asian	Black	Hispanic	Multiracial	White	Total Magnet Students	3 Year Trend
Birch Grove Elementary School for the *Arts*	1	14	29	3	0	14	61	+3
Brooklyn Middle *STEAM* School	0	14	31	4	0	12	61	+2
Osseo Senior High *Health Science* Magnet Program	1	4	13	5	0	6	29	+17
Park Center Senior High-An *IB* World School	1	55	82	25	0	16	180	+26

Weaver Lake Elementary: A *Science, Math, and Technology* School	0	22	33	6	1	25	87	-2
Zanewood Community School-STEAM	0	0	0	0	0	0	0	0
Total	3	109	188	43	1	73	418	+46

- From outside Osseo, the majority of the magnet students are minority students that are not helping integrate magnet schools that are predominantly minority already except for Weaver Lake.
- From outside Osseo, magnet students are increasing over three years but not magnet students that help to integrate Osseo Area Schools.

Students choosing to come to Osseo Area Schools from outside the district prefer variations of the STEM/STEAM theme like the students within Osseo Area Schools, but International Baccalaureate is almost as popular at Park Center for students coming from outside Osseo Area Schools.

Who is LEAVING Osseo Area Schools? (2018-19)

School	Am Indian	Asian	Black	Hispanic	Multiracial	White	Total Magnet Students	3 Year Trend
Anoka Middle School for the *Arts*	1	6	9	3	3	20	42	+25
Blaine High School Center for *Engineering, Math & Science*	0	17	16	1	0	21	55	-5
Brooklyn Center *STEAM* Middle & High Schools	2	64	145	35	6	19	271	+13
Buffalo High School *Arts* Program	0	0	0	0	0	2	2	-2
Coon Rapids High School *STEM*	0	1	1	0	0	5	7	+2
Earle Brown Elementary *STEAM* School	3	33	98	21	4	14	173	-61
Edgewood Middle School *STEAM*	0	1	8	0	0	5	14	-20
Fridley *IB* World High School	0	7	58	5	2	12	85	+9

Fridley *IB* World Middle School	1	6	47	3	0	8	66	+4
Hayes *IB* World Elementary School K-4	0	3	16	3	0	4	26	+2
Monroe Elementary *STEM* School	0	12	43	1	1	17	74	-36
Rockford Elementary *ART* School K-4	0	0	10	2	0	4	16	+2
Rockford Middle *STEM* School	0	0	16	0	0	5	21	+2
Rogers Elementary *STEM* School	0	0	0	1	0	6	7	+4
Salk Middle *STEM* School	0	16	22	1	0	3	42	+9
Stevenson IB World Elementary School	0	2	23	3	0	8	0	+13
Tatanka Elementary *STEM* School	0	0	0	0	0	1	1	-1
University Avenue Elementary *STEM* School	0	1	3	0	0	2	6	+2
Total	7	19	515	79	16	156	908	-38

- Black students are the largest subgroup of students leaving Osseo Area Schools for magnet schools.
- The number of students leaving Osseo Area Schools for magnet schools in other districts is decreasing slightly.
- White students are not leaving Osseo Area Schools at as high of a rate as Black students.

Magnet Themes Osseo Area Magnet Students Are Leaving For (2018-19)

Theme	Am Indian	Asian	Black	Hispanic	Multiracial	White	Total Magnet Students
Arts	1	6	9	3	3	22	44
IB	1	18	144	14	2	32	213
STEM/STEAM	5	144	344	60	11	93	657
Total	7	168	497	77	16	147	914

As with magnet students within Osseo and magnet students choosing to come to Osseo magnet schools, students who are choosing to leave Osseo Area Schools are also leaving for STEM/STEAM related themes in the largest numbers with International Baccalaureate being the second largest theme Osseo Area magnet students are leaving for. There is no elementary or middle IB school in Osseo with North View being phased out.

Districts Osseo Area Magnet Students Are Leaving For (2018-19)

District	Am Indian	Asian	Black	Hispanic	Multiracial	White	Total Magnet Students
Anoka-Hennepin	1	37	72	5	4	65	184
Brooklyn Center	5	97	243	56	10	33	444
Buffalo-Hanover-Montrose	0	0	0	0	0	3	3
Elk River Area	0	16	22	2	0	9	49
Fridley	1	18	144	14	2	32	213
Rockford Area	0	0	26	2	0	9	37

Brooklyn Center is the district most Osseo Area Schools are leaving for followed by Fridley and Anoka-Hennepin. All of the magnet themes in Brooklyn Center are focused around STEAM. In Fridley, the themes are centered around International Baccalaureate. In Anoka-Hennepin, all of the themes are centered around STEM except for one arts school.

Conclusion

908 magnet students are leaving Osseo Area Schools for other magnet schools in the Northwest Suburban Integration School District, and only 418 magnet students are choosing to come into Osseo Area Schools from outside the school district.

STEM/STEAM themes are the reason that magnet students stay in Osseo Area Schools, come to Osseo Area Schools and leave Osseo Area Schools. Brooklyn Center followed by Fridley and Anoka-Hennepin are the districts that most of the Osseo Area Schools' magnet students are leaving for, and Brooklyn Center and Anoka-Hennepin have predominantly STEM themed magnet schools.

There seems to be ample opportunities for STEM in Osseo Area Schools and in the Northwest Suburban Integration School District. Perhaps, the way to have more students choose Osseo Area Schools would be to look at some new themes that could attract students from within and outside the school district.

While there is one International Baccalaureate magnet school in Osseo Area Schools, there is not a magnet

school that focuses on World Languages. This could look like a Language Immersion magnet or a Global Studies/World Languages magnet. Language Immersion is where most of the core instruction is taught in the selected target language. Global Studies/World Languages could have three to five languages that students could take as an elective and receive world language instruction every day all year long for 45-50 minutes. Both of these themes could start in elementary school and then be modified for middle and high school. Another new theme could be centered around Covey's Leader in Me that centers around Covey's Seven Habits of Highly Effective People that some other school districts across the country have implemented. A 6-12 School of the Arts Academy would be a unique theme in Osseo as well.

The key to the selection of themes and location of the magnet schools would be their ability to attract students to Osseo that will help Osseo integrate their schools.

Appendices

A. Open Enroll Into Osseo (Northwest Suburban Integration School District)
B. Osseo In District Transfer (Northwest Suburban Integration School District)
C. Osseo Enroll Out (Northwest Suburban Integration School District)
D. Osseo Ethnicity By Gender

Appendix A

Open Enroll Into Osseo	2014-15	2015-16	2016-17	2017-18	2018-19
Birch Grove Elementary Arts PK-5 (PK started 2016)	**71**	**67**	**58**	**61**	**61**
American Indian Or Alaskan Native	3	2	0	0	1
Asian	16	9	7	12	14
Black or African American	34	41	38	32	29
Hispanic/Latino	7	6	2	2	3
Multiracial	0	0	0	0	0
White	11	9	11	15	14
Brooklyn Middle School STEAM 6-8	**28**	**52**	**59**	**67**	**61**
American Indian Or Alaskan Native	0	0	1	1	0
Asian	11	18	18	16	14
Black or African American	8	22	27	36	31
Hispanic/Latino	2	4	3	6	4
Multiracial	2	0	0	0	0
White	4	8	10	8	12
No designation	1	0	0	0	0
North View Middle IB School 6-8	**23**	**19**	**35**	**33**	**18**
American Indian Or Alaskan Native	1	1	3	1	0
Asian	6	7	6	6	5
Black or African American	12	7	21	18	6
Hispanic/Latino	4	3	4	6	4
Multiracial	0	0	0	0	0
White	0	1	1	2	3
Osseo Senior STEM Program 6-8	**5**	**17**	**12**	**22**	**29**
American Indian Or Alaskan Native	0	1	0	0	1
Asian	1	4	2	4	4
Black or African American	2	7	5	10	13
Hispanic/Latino	0	1	2	3	5
Multiracial	0	0	0	0	0
White	2	4	3	5	6
Park Center Senior IB School 9-12	**66**	**129**	**154**	**142**	**180**
American Indian Or Alaskan Native	0	1	2	1	1
Asian	21	38	42	45	55
Black or African American	22	65	72	68	82
Hispanic/Latino	13	17	23	17	25
Multiracial	1	0	0	0	0
White	8	8	15	11	16
No designation	1	0	0	0	1
Weaver Lake Elementary STEM K-5	**83**	**78**	**89**	**80**	**87**
American Indian Or Alaskan Native	1	1	0	0	0
Asian	18	17	24	25	22
Black or African American	26	25	30	22	33
Hispanic/Latino	4	3	3	5	6
Multiracial	1	1	1	0	1
White	33	31	31	28	25

Appendix B

Osseo In-District transfer	2014-15	2015-16	2016-17	2017-18	2018-19
Birch Grove Elementary Arts PK-5 (PK started 2016)	**523**	**427**	**461**	**412**	**389**
American Indian Or Alaskan Native	12	11	12	10	10
Asian	96	98	96	80	86
Black or African American	223	174	187	174	156
Hispanic/Latino	50	28	28	25	27
Multiracial	18	9	9	6	6
White	124	107	129	117	104
	grade 6				
Brooklyn Middle School STEAM 6-8	**131**	**113**	**192**	**237**	**243**
American Indian Or Alaskan Native	0	0	0	2	2
Asian	21	19	32	44	48
Black or African American	47	46	98	110	113
Hispanic/Latino	7	12	19	21	21
Multiracial	5	0	0	2	6
White	51	36	43	58	53
North View Middle IB School 6-8	**75**	**50**	**63**	**44**	**34**
American Indian Or Alaskan Native	0	0	0	0	0
Asian	16	9	15	12	8
Black or African American	42	30	39	27	23
Hispanic/Latino	7	6	5	3	1
Multiracial	1	0	0	0	0
White	9	5	3	2	2
No designation	0	0	1	0	0
Osseo Senior STEM Program 6-8	**127**	**335**	**107**	**124**	**204**
American Indian Or Alaskan Native	4	2	0	1	1
Asian	23	56	24	28	34
Black or African American	35	102	36	50	95
Hispanic/Latino	4	20	4	3	8
Multiracial	0	0	0	0	7

White	61	155	43	42	59
Park Center Senior IB School 9-12	**111**	**233**	**250**	**182**	**170**
American Indian Or Alaskan Native	2	2	2	0	0
Asian	46	73	78	66	56
Black or African American	38	105	114	78	79
Hispanic/Latino	11	24	26	18	19
Multiracial	1	1	1	0	0
White	13	28	29	19	15
No designation	0	0	0	1	1
Weaver Lake Elementary STEM K-5	**702**	**558**	**547**	**557**	**551**
American Indian Or Alaskan Native	2	0	1	2	2
Asian	157	125	132	125	142
Black or African American	150	139	140	157	151
Hispanic/Latino	25	19	20	22	20
Multiracial	15	10	8	6	5
White	353	265	246	245	231

grade 6

Appendix C

Osseo Enroll Out	2014-15	2015-16	2016-17	2017-18	2018-19
Anoka Middle School for the Arts Anoka-Hennepin Schools 6-8	**27**	**22**	**17**	**27**	**42**
American Indian Or Alaskan Native	0	0	0	0	1
Asian	3	0	2	4	6
Black or African American	5	7	5	8	9
Hispanic/Latino	1	1	1	3	3
Multiracial	1	0	0	0	3
White	17	14	9	12	20
Blaine High School CEMS program Anoka-Hennepin Schools 9-12	**49**	**60**	**60**	**58**	**55**
American Indian Or Alaskan Native	0	0	0	0	0
Asian	18	20	19	20	17
Black or African American	10	12	16	14	16
Hispanic/Latino	1	0	0	0	1
Multiracial	0	0	0	0	0
White	20	28	25	24	21
Brooklyn Center Community Schools 6-12 (formerly IB + Arts through 2016)	**118**	**246**	**258**	**270**	**271**
American Indian Or Alaskan Native	1	5	4	1	2
Asian	35	72	68	69	64
Black or African American	58	116	130	148	145
Hispanic/Latino	10	32	39	38	35
Multiracial	1	1	1	0	6
White	13	20	16	14	19
Buffalo High School Arts Program Buffalo-Hanover-Montrose 9-12	**3**	**2**	**4**	**2**	**2**
American Indian Or Alaskan Native	1	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
Multiracial	0	0	0	0	0
White	2	2	4	2	2

Coon Rapids HS STEM Program Anoka-Hennepin 9-12		**5**	**5**	**6**	**7**
American Indian Or Alaskan Native		0	0	0	0
Asian		1	2	2	1
Black or African American		2	0	1	1
Hispanic/Latino		0	0	0	0
Multiracial		0	0	0	0
White		2	3	3	5
Earle Brown Elem STEAM School Brooklyn Center Community Schools K-5 (formerly IB + Arts through 2016)	**129**	**200**	**234**	**222**	**173**
American Indian Or Alaskan Native	0	7	6	2	3
Asian	29	46	54	48	33
Black or African American	55	98	119	124	98
Hispanic/Latino	12	27	30	27	21
Multiracial	7	4	4	1	4
White	26	18	21	20	14
Edgewood Middle School STEAM Mounds View School District 6-8	**13**	**27**	**34**	**22**	**14**
American Indian Or Alaskan Native	0	0	0	0	0
Asian	4	9	9	5	1
Black or African American	7	13	18	11	8
Hispanic/Latino	0	1	1	0	0
Multiracial	0	0	0	0	0
White	2	4	6	6	5
Fridley IB World High School Fridley School District 9-12	**58**	**80**	**76**	**77**	**85**
American Indian Or Alaskan Native	1	1	0	0	0
Asian	4	6	9	8	7
Black or African American	43	55	45	45	58
Hispanic/Latino	5	7	8	8	5
Multiracial	1	1	3	3	2
White	4	10	10	12	12
No designation	0	0	1	1	1
Fridley IB World Middle School Fridley School District 5-8	**50**	**61**	**62**	**55**	**66**

American Indian Or Alaskan Native		0	0	0	1	1
Asian		7	11	1	6	6
Black or African American		25	27	11	33	47
Hispanic/Latino		4	6	34	4	3
Multiracial		3	3	3	0	0
White		11	14	13	10	8
No designation		0	0	0	1	1
Hayes IB World Elem School						
Fridley School District	**K-4**	**11**	**16**	**24**	**24**	**26**
American Indian Or Alaskan Native		0	0	0	0	0
Asian		0	3	4	3	3
Black or African American		8	10	11	15	16
Hispanic/Latino		1	1	3	2	3
Multiracial		0	0	0	0	0
White		2	2	6	4	4
Monroe Elem STEM School						
Anoka-Hennepin Schools	**K-5**	**105**	**111**	**110**	**85**	**74**
American Indian Or Alaskan Native		2	1	0	0	0
Asian		18	19	22	20	12
Black or African American		46	51	51	48	43
Hispanic/Latino		3	2	3	0	1
Multiracial		12	9	6	3	1
White		24	29	28	14	17
Rockford Elem ART School						
Rockford School District	**K-4**	**12**	**19**	**14**	**18**	**16**
American Indian Or Alaskan Native		0	0	0	0	0
Asian		0	0	0	0	0
Black or African American		7	8	8	10	10
Hispanic/Latino		0	0	0	3	2
Multiracial		1	1	0	0	0
White		4	10	6	5	4
Rockford Middle STEM School						
Rockford School District	**5-8**	**13**	**22**	**19**	**28**	**21**
American Indian Or Alaskan Native		0	0	0	0	0
Asian		0	0	0	0	0
Black or African American		5	9	12	19	16
Hispanic/Latino		0	1	0	0	0

Multiracial	0	0	0	0	0
White	8	12	7	9	5
Rogers Elementary STEM School					
Elk River Area Schools 3-5 starting K-5 2017	**1**	**2**	**2**	**3**	**7**
American Indian Or Alaskan Native	0	0	0	0	0
Asian	1	1	1	0	0
Black or African American	0	1	0	0	0
Hispanic/Latino	0	0	0	0	1
Multiracial	0	0	0	0	0
White	0	0	1	3	6
Salk Middle STEM School					
Elk River Area Schools 6-8	**38**	**40**	**33**	**47**	**42**
American Indian Or Alaskan Native	0	1	1	1	0
Asian	15	10	5	16	16
Black or African American	7	13	15	21	22
Hispanic/Latino	1	3	2	1	1
Multiracial	0	0	0	0	0
White	15	13	10	8	3
Stevenson IB World Elem School					
Fridley School District K-4	**2**	**19**	**23**	**30**	**36**
American Indian Or Alaskan Native	0	0	0	0	0
Asian	1	0	2	2	2
Black or African American	1	14	14	15	23
Hispanic/Latino	0	1	2	5	3
Multiracial	0	0	0	0	0
White	0	4	4	8	8
No designation	0	0	1	0	0
Tatanka Elementary STEM School					
Buffalo-Hanover-Montrose K-5	**1**	**1**	**2**	**4**	**1**
American Indian Or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	1	1	1	0	0
Hispanic/Latino	0	0	0	0	0
Multiracial	0	0	0	0	0
White	0	0	1	4	1

University Ave Elem STEM School						
Anoka-Hennepin Schools	**K-5**	**4**	**3**	**4**	**2**	**6**
American Indian Or Alaskan Native		0	0	0	0	0
Asian		2	2	0	0	1
Black or African American		2	0	3	2	3
Hispanic/Latino		0	0	0	0	0
Multiracial		0	0	0	0	0
White		0	1	1	0	2

Appendix D

ETHNICITY by Gender October 01, 2018

SCHOOL	TOTAL STUDENTS	Am. Indian M	Am. Indian F	Asian M	Asian F	Hispanic M	Hispanic F	Black M	Black F	White M	White F	MINORITY TOTAL	MINORITY PERCENT
0670 - Basswood Elem	1046	4	3	48	39	11	16	39	35	464	387	195	18.64%
0671 - Birch Grove Elem	455	2	5	56	44	22	26	84	97	50	69	336	73.85%
0682 - Cedar Island Elem	451	2	7	9	11	11	17	37	24	182	151	118	26.16%
0672 - Crest View Elem	288	2	1	24	12	22	16	70	74	31	36	221	76.74%
0668 - Edinbrook Elem	777	8	5	137	110	30	26	139	127	108	87	582	74.90%
0684 - Elm Creek Elem	557	9	5	9	22	16	25	41	34	206	190	161	28.90%
0674 - Fair Oaks Elem	451	0	0	57	52	78	65	57	67	45	30	376	83.37%
0689 - Fernbrook Elem	825	4	2	19	38	6	13	46	47	330	320	175	21.21%
0675 - Garden City Elem	379	4	1	70	63	39	34	57	56	29	26	324	85.49%
0696 - Oak View Elem	516	4	3	19	28	30	25	56	50	132	169	215	41.67%
0678 - Palmer Lake Elem	497	2	0	92	68	30	16	131	83	31	44	422	84.91%
0679 - Park Brook Elem	297	4	2	28	42	17	17	69	66	28	24	245	82.49%
0685 - Rice Lake Elem	686	3	4	48	40	23	26	37	50	218	237	231	33.67%
0669 - Rush Creek Elem	800	7	3	43	31	4	12	27	21	322	330	148	18.50%
0673 - Weaver Lake Elem	634	3	0	95	68	10	18	95	87	126	132	376	59.31%
0665 - Woodland Elem	709	2	2	80	93	14	14	96	110	155	143	411	57.97%
0681 - Zanewood Elem	431	1	1	38	40	27	32	102	114	38	38	355	82.37%
TOTAL ELEMENTARY	**9799**	**61**	**44**	**872**	**801**	**390**	**398**	**1183**	**1142**	**2495**	**2413**	**4891**	**49.91%**
0033 - Brooklyn Middle	1072	5	4	131	140	52	60	228	204	136	112	824	76.87%
0094 - Maple Grove Middle	1713	5	11	80	67	62	63	106	125	630	564	519	30.30%
0086 - North View Middle	603	1	7	75	65	56	42	126	131	46	54	503	83.42%
0034 - Osseo Middle	1090	11	11	60	49	25	27	155	113	332	307	451	41.38%
TOTAL MIDDLE	**4478**	**22**	**33**	**346**	**321**	**195**	**192**	**615**	**573**	**1144**	**1037**	**2297**	**51.30%**
0090 - Maple Grove Sr	2358	9	8	92	104	42	44	138	98	893	930	535	22.69%
0032 - Osseo Sr	2152	21	11	174	147	96	97	369	389	416	432	1304	60.59%
0088 - Park Center Sr	2094	11	10	321	329	128	107	392	380	206	210	1678	80.13%
0702 - OALC (SnglEnr)	179	3	1	8	5	17	12	46	35	26	26	127	70.95%
0042 - OSTC @ OEC	79	1	0	3	5	4	1	15	11	28	11	40	50.63%
0045 - ACHIEVE @ OEC	21	2	0	0	0	0	0	8	5	5	1	15	71.43%
TOTAL SENIOR HIGH	**6883**	**47**	**30**	**598**	**590**	**287**	**261**	**968**	**918**	**1574**	**1610**	**3699**	**53.74%**
DISTRICT TOTAL	**21160**	**130**	**107**	**1816**	**1712**	**872**	**851**	**2766**	**2633**	**5213**	**5060**	**10887**	**51.45%**
0697 - ECSE	**376**	5	0	27	16	30	12	69	31	124	62	**190**	**50.53%**

5.6.2021 Magnet Program Elementary Notes

1. Select a facilitator and a notetaker.
2. Review Magnet School Gap Analysis Conclusions
3. Answer the following questions

Identify possible magnet programs based on the Gap Analysis Conclusions

- Culture based schools aiming at communities that are leaving us to charter schools
- World language / World open school
- Language Immersion
- Classical - Noble Academy
- Indian Ed Magnet
- Add arts to Weaver Lake STEM

Which of these magnet programs does your group support and why?

- Eastside Global Studies/World Language program
- Immersion program

What next steps are needed to determine what magnet programs to recommend based on the gap analysis?

- Heritage/language programming (Phalen Lake - Hmong)
- Immersion/Dual Language

As we look at increasing student recruitment , what would we need to know from families to determine what magnet programs would be most attractive?

- Level of Interest

5.6.2021 Magnet Program Secondary Notes

1. Select a facilitator and a notetaker.
2. Review Magnet School Gap Analysis Conclusions
3. Answer the following questions

Identify possible magnet programs based on the Gap Analysis Conclusions

- World Languages that incorporate Hmong and other world languages in order to better serve our resident students.
- Offer Spanish Immersion at a location where there is community interest
- Consider a dual language immersion program (i.e. Spanish & English)

Which of these magnet programs does your group support and why?

- Our group thinks that the STEM HS need will be met with our programs at all 3 of high schools offering.
- Maybe consider a model like A-H where each HS emphasizes a STEM focus at all their HS except Andover.

What next steps are needed to determine what magnet programs to recommend based on the gap analysis?

- We need more specific information on where students live who are leaving our district and going to our magnet schools

As we look at increasing student recruitment , what would we need to know from families to determine what magnet programs would be most attractive?

- We need to retain our resident students and recruit students.
- We need more information on what specific focus at the high school STEM do families want?

High Priorities

MSA Report & Gap Analysis

Priorities

1. MSA Final Report June 2019
    a. Are Osseo Magnet Schools diverse?
    b. Are Osseo Area Magnet Schools attracting students?
    c. Are Osseo Area Magnet Schools promoting achievement?
2. Jan 2020 Magnet School Principals Focused Conversation
    a. High (5 or more of 8)
    b. Medium (3 or 4 of 8)
    c. Low (1 or 2 of 8)
    d. No (No one)
3. March/April 2021 BBF Magnet Programming Study Group
    a. Reviewed priority (13 or 27 received high priority)
    b. Added implementation ideas

High Priority Recommendation: Coordination (1 of 3)

Achieve

#26

Develop and implement a viable and sustainable financial plan for the magnet program that includes designated district level staff to ensure delivery of high-quality options and oversight of theme implementation, professional development, marketing and recruitment, and student assignment. This should include consideration of a district level position to oversee magnet programs in the district. Funding for each magnet program should be differentiated by size, level, and need of the magnet school.

- School Site:
  - The funding and the financing would have to come from the district after the initial pilot or grant expires. We need to market, recruit, and retain magnet staff and students.
  - The site Curriculum Integration Specialist should be district allocation and not funded compensatory or building funding sources.
- District Department:
  - More concerted effort to streamline support for magnet schools from one person, rather than multiple people. A magnet school coordinator who can answer all questions and provide supports. We need to market, recruit, and retain magnet staff and students.
  - A district magnet coordinator is needed to ensure magnet themes and student achievement.

Coordination (continued 2 of 3)

Diverse

#7

Build capacity within and across leadership teams to ensure all classes and programs in the magnet school are fully and consciously integrated to reflect the diversity of the district and community.

- School Site:
  - Extra staff development required
  - Curriculum writing
- District Department:
  - Required staff development around magnet them, certified teachers

Coordination (continued 3 of 3)

Diverse

#23

Devise a plan for collaboration time with teacher and curriculum specialists that will be a structured part of weekly planning for each magnet school.

- School Site:
  - Schools should work to ensure consistency amongst other magnet sites to have uniformity among programs. 4/20/21 Schools will build in collaboration time and include curriculum integration coordinator.
- District Department:
  - Curriculum Integration Coordinator meets with district person to bring information back to building.

High Priority Recommendation: Marketing (1 of 3)

Diverse

#3

Increase current marketing and recruitment plans to include an annual review that uses student application data and indicators of success that results in reduction of minority group isolation.

- School Site:
  - When a marketing plan is developed, it could analyzed each year and adapt our strategies for getting families into schools. We need specialized marketing strategies to address our racially isolated schools.
  - Ensuring that a system level Magnet School Coordinator is added for this work-this person could oversee many different aspects at the system level and collaborate with buildings and other district staff to ensure that magnett schools are prioritized.
- District Department:
  - We need specialized marketing strategies to address our racially isolated schools.

Marketing (continued 2 of 3)

Diverse

#1

Provide support for schools to develop strategies to “Scream the Theme” in their hallways, classrooms, and throughout the community.

- School Site:
  - Need for new marketing materials, with pathway connections
- District Department:
  - Marketing and branding - NWSISD should have marketing for K - 12, is there a video on the website with all magnet schools
  - Develop a deliberate marketing plan with our Communications department

Marketing (continued 3 of 3)

Diverse

#18

Provide marketing materials, applications, and choice information to target areas where schools are not identified as being racially isolated by the state (ex. Maple Grove, Rice Lake, etc.).

- School Site:
  - Needs greater online presences. Needs district support to increase our virtual presence.
- District Department:
  - District needs to create materials, events, including online marketing of magnet programs

High Priority Recommendation: Professional Development (1 of 6)

Attract

#12

Review funding for theme-based professional development using theory, research, and practice that will support the full integration of the magnet curriculum for all students at all magnet schools. Funding should be differentiated by the size, level, and need of the magnet school.

- School Site:
  - Input from each magnet school, Time and support for writing and implementing new integrated units with value added standards
- District Department:
  - Funding prioritizes magnet theme PD for staff, instructional coaches (CIC) for magnets (district allocated), Required PD for magnet teachers according to theme (STEM, ARTs, Thinking Maps), Integration PD, With new science standards coming up - STEM/STEAM schools will need to redo integrated units with value-added standards

Professional Development (continued 2 of 6)

Attract

#13

Ensure that there is theme specific professional development for staff at all magnet schools giving staff opportunities to learn from other districts across the country.

- School Site:
  - This is an exceptionally high need and priority. Building magnet leadership team, identifying PD for staff
- District Department:
  - Leadership PD opportunities, MSA membership - conferences, certification and awards for networking, Money to support release of staff for PD, District level position to work on partnerships and PD

Professional Development (continued 3 of 6)

Achieve

#14

Organize a means for collaboration between and among schools and district staff to provide leadership and support.

- School Site:
  - Ihere would be more collaboration between magnet sites rather than in isolation. Especially with magnets that are running well. Possible regular meetings (monthly?) between sites, leadership, and other schools in the area.
- District Department:
  - Examine how we developing our staff development days/Learning Leaders meetings to meet the needs of the magnet schools.

Professional Development (continued 4 of 6)

Achieve

#26

Develop and implement a viable and sustainable financial plan for the magnet program that includes designated district level staff to ensure delivery of high-quality options and oversight

- School Site:
  - The funding and the financing would have to come from the district after the initial pilot or grant expires. We need to market, recruit, and retain magnet staff and students.
  - The site Curriculum Integration Specialist should be district allocation and not funded compensatory or building funding sources.
- District Department:
  - More concerted effort to streamline support for magnet schools from one person, rather than multiple people. A magnet school coordinator who can answer all questions and provide supports. We need to market, recruit, and retain magnet staff and students.
  - A district magnet coordinator is needed to ensure magnet themes and student achievement.

Professional Development (continued 5 of 6)

Achieve

#27 Continue the district professional development on cultural proficiency and the CLEAR model.

- School Site:
  - Continuation of staff development, equity teams, and affinity groups at sites.
- District Department:
  - Department of Educational Equity and L & A provide professional development on the CLEAR model and cultural proficiency.

Professional Development (continued 6 of 6)

Achieve

#25

Provide support for magnet schools to analyze student achievement data by demographic groups and conduct ongoing research and evaluation of student outcomes to ensure that they become more inclusive, accessible, and equitable.

- School Site:
  - This a practice that is currently in place.
- District Department:
  - This a practice that is currently in place.

High Priority Recommendation: Alignment

Diverse

#17

Offer more clarity and communication about the connections between elementary, middle, and high school pathway options.

- School Site:
  - Plan alignment meetings among all the existing and future programs
- District Department:
  - Laying out the connections for staff and parents to see how the Pathways progress throughout the system. Ensuring that Enrollment center has this information-either adding staff or educating current staff. Updating the website to reflect the magnet schools and the pathways throughout K-12

High Priority Recommendation: Alignment (continued)

Attract

#11

Identify magnet models in Osseo Area Schools. (See Ratings in Appendix)

- School Site:
  - partner with another school that has an established magnet program for additional support and opportunities to collaborate
- District Department:
  - provide time for sites to work together and collaborate with other sites. Formally arranging time to do collaborative PD, training. Funding this process, dedicating time and space to make this happen.

MSA Gap Analysis: Possible Magnet Programs

Elementary

- Culture based schools aiming at communities that are leaving us to charter schools
- World language / World open school
- Language Immersion
- Classical - Noble Academy
- Indian Ed Magnet
- Add arts to Weaver Lake STEM

Secondary

- World Languages that incorporate Hmong and other world languages in order to better serve our resident students.
- Offer Spanish Immersion at a location where there is community interest
- Consider a dual language immersion program (i.e. Spanish & English)

Which does your group support and why?

Elementary

- Eastside Global Studies/World Language program
- Immersion program

Secondary

- Our group thinks that the STEM HS need will be met with our programs at all 3 of high schools offering.
- Maybe consider a model like A-H where each HS emphasizes a STEM focus at all their HS except Andover.

What next steps are needed to determine what magnet programs to recommend?

Elementary

- Heritage/language programming (Phalen Lake - Hmong)
- Immersion/Dual Language

Secondary

- We need more specific information on where students live who are leaving our district and going to our magnet schools

As we look at increasing student recruitment , what would we need to know from families to determine what magnet programs would be most attractive?

Elementary

- Level of Interest

Secondary

- We need to retain our resident students and recruit students.
- We need more information on what specific focus at the high school STEM do families want?

Current Osseo Area Schools Magnet Programs

Osseo Area Schools
May 2021
Presented to: Build a Better Future Magnet Programming Study Team

Birch Grove School for the Arts (Slide 1)

- **Explain Value Added Components**

  Students at Birch Grove Elementary receive 150 more minutes of arts instruction (per six-day cycle) than students at other schools. This means children can delve deeper into important arts-related concepts that will set them up for success in middle and high school. Birch Grove is the only elementary school in Osseo Area Schools that offers drama and visual art instruction each week. Vocal music, band and orchestra opportunities are also offered to scholars, including instruction in stringed instruments as early as third grade.

- **Describe Specialized Staff**

  Curriculum Integration Coordinator, and Vocal Music, Drama, Visual Arts, Orchestra, Band Teacher

- **Identify Strand Pathway**

  BG → To → BMS or Anoka Middle School for the Arts → To → ?

- **List Partnerships**

  Children Theater, local churches, MPR

  Art organizations charge for their services rather than having real partnerships

Birch Grove School for the Arts (Slide 2)

- **Describe Current Specialized Facilities**

  Music room, visual art room, drama room

- **Identify Future Proposed Program Changes**

  Need funding for artists in residence, field trips to performances, staff development for arts specialists

  Spanish language immersion

- **Identify Future Facility Improvements Needed**

  Auditorium, storage, larger music room, updates to BGTV news studio

  Media center needs natural light, student centered/flexible learning environment

  Staffing, curriculum, supplies for language immersion

  Flexible learning space for robotics

  Open performance area in the courtyard (stage, seating, electrical work for lights and sound)

Weaver Lake STEM (Slide 1)

- **Explain Value Added Components (in process of revising)**
  - Students will conduct scientific investigations.
  - Students will collaborate to investigate and/or solve real problems in their community.
  - Students will use digital media to communicate information effectively to multiple audiences.
  - Students will develop a deep cultural understanding by collaborating directly with learners from other cultures.
  - Students will demonstrate creative thinking and develop innovative products.

- **Describe Specialized Staff**
  - Technology Integration Specialist (TIS), full time
  - Curriculum Integration Coordinator (CIC), full time
  - Science Lab ESP

- **Identify Strand Pathway**
  - WVR→ Brooklyn Middle School STEAM → Osseo Sr High
  - Salk Middle Pre-Engineering Magnet School

- **List Partnerships**
  - COMPAS, Science From Scientists, Boston Scientific, Alaska Sea Life Center, Como Zoo, Minnesota Landscape Arboretum, Science Museum of MN IDEAL Center, MCAD, International Wolf Center, Three Rivers Parks District - Eastman Nature Center & Gale Woods Farm, University of Minnesota Bell Museum, Mill City Museum, Westwood Hills Nature Center, Children's Theatre, Junior Achievement of The Upper Midwest, Inc,

Weaver Lake STEM (Slide 2)

- **Describe Current Specialized Facilities**
  - Makerspace
  - Science Lab
  - Engineering Lab
  - Outdoor classroom(s)
  - Prairie
  - Proximity to Rice Lake
- **Identify Future proposed program changes**
  - STEM → STE**A**M
  - Elementary Engineering Programming - PLTW?

- **Identify Future Facility Improvements Needed**
  - Courtyards - Garden, Nature Play Area
  - Updated MakerSpace, STEAM Labs - flexible seating and workspaces
  - Storage for STEM supplies
  - Assembly/Presenter Space and sound system
  - Scream the Theme - Dedicated spaces in the hallway to display student work

Zanewood STEAM (Slide 1)

Explain Value Added Components

Our STEAM scholars spend up to 65 hours a year in specialized STEAM spaces supported by both classroom teachers and content specialists fostering creativity, building collaboration and problem-solving skills, and engaging in authentic learning experiences that connect them to their community and global audiences. Our scholars participate in grade-level projects that incorporate the design process into core content curriculum **(STEAMify the curriculum)** as well as elements of project-based learning which include essential questions, ideation, draft - critique-revise, exhibition, self-assessment and reflection.

Identify Strand Pathway

- EL Zanewood STEAM Community School Brooklyn Center Elementary STEAM- MS Brooklyn Middle STEAM Magnet School BCS - HS Brooklyn Center STEAM High School
- Specialized Staff -It is critical that the two positions funded by the grant are supported by the District when the positions are no longer funded by the grant
- 1.0 Curriculum Integration Coordinator (funded by grant)
- 1.0 Art Specialist (funded by grant)
- .6 Science Teacher (funded by compensatory)

List Partnerships

Three Rivers Park District (Mississippi Gateway Regional Park) Boston Scientific Science from Scientists (sponsored by Boston Scientific) City of Brooklyn Park (Parks and Rec Department)

Zanewood STEAM (Slide 2)

- **Describe Current Specialized Facilities**
  - Art Studio- Science Lab- Makerspace- Engineering Lab -Outdoor Learning Space -TV Production Studio **(6 Total)**

- **Identify Future proposed program changes**
  - Hire District Level Magnet School Coordinator
  - Grow our Media Arts Program
  - District support 1.0 FTE Science teacher

- **Identify Future Facility Improvements Needed**
  - As our school capacity grows, ensure STEAM identified spaces stay intact
  - Add a Teaching Kitchen-where the staff lounge is currently located
  - Develop the Rotunda area to a Next Generation open learning space
  - Next Generation Media Center

Brooklyn Middle School STEAM (Slide 1)

- **Explain Value Added Components:** **Cross Curricular / Project Based Learning**

  Students will develop a cultural understanding collaborating directly with learners of other cultures

  Students will share knowledge and participate ethically and productively as change agents of society

  Students will collaborate to investigate and/or solve real problems in their community

  Students will demonstrate creative thinking and develop innovative solutions

  Students will use digital media to communicate information effectively to multiple audiences

  Students will conduct scientific investigations

- **Describe Specialized Staff**

  We have had 1.0 CIS and 1.0 TIS (2020-21). Next year, we have combined the two positions for 2021-22, due to need for interventions in reading and math and literacy support..

- **Identify Strand Pathway**

Birch Grove, Weaver, Zanewood → Brooklyn Middle STEAM School → Osseo Senior High, Blaine High School

Brooklyn Middle STEAM (Slide 2)

- **List Partnership**

Boston Scientific---Cargill---COMPASS-Wilder Foundation---Million Women Mentors---St. Jude Medical--Vocal Essence--Cedar Creek--WSB Engineering--Cummings Generators--Park Square Theatre--General Mills--Target--University of Minnesota- Twin Cities -University of Minnesota Duluth--St. Scholastica--St. Catherines--St. Thomas--Science Museum--Minnesota Zoo--Bell Museum--Bakken Museum-- Rochester Mayo---Dunwoody

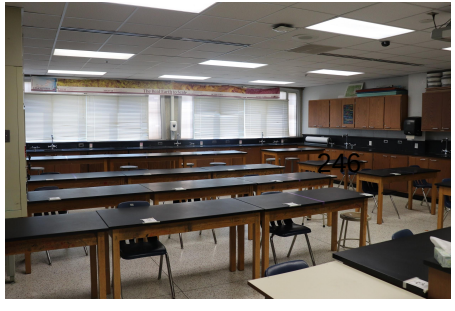
- **Describe Current Specialized Facilities**

We have a small Makerspace which was a converted small Phy. Ed. locker room. This dedicated space has moved 6 times in the last few years. The dimensions of our Makerspace: 16 X 24.5 which allows only 10 students max in the available space at a time. We have 1 Culinary Arts lab which we have a high need to increase this course. We cannot accommodate the number of students requesting this course based on safety limitations.

- **Identify Future proposed program changes?**

To increase our course offerings in robotics, coding, engineering through PLTW, Culinary Arts, - music and art program offerings.(computer science, graphic design, visual, video/audio production/ performing arts). To provide specialized training in STEM certification programming and professional development in STEAM focused curriculum and instruction integration.

- **Identify Future Facility Improvements Needed:**
- Updated Science rooms with dedicated lab spaces (current: 23 X 25.5).
- Makerspace/STEAM Labs that can accommodate a classroom of students
- Additional Culinary Arts Lab, Updated Arts labs.
- Storage for Electives (PLTW, Art, Culinary Arts labs)



Osseo Senior High Health Science Magnet Program (Slide 1)

- **Explain Value Added Components**
  - Expanded job prospects, professional certifications, articulated college credits, access to representatives in community medical programs
- **Describe Specialized Staff**
  - Nursing Assistant/Instructor - RN
  - Emergency Services Instructor - 2 EMT’s
  - Certified Automotive Technician
- **Identify Strand Pathway**
  - Health Science Technology - Health Careers
  - Engineering, Manufacturing, & Technology - Automotive Services
- **List Partnerships**
  - Health Science - M Health, Maple Grove Hospital, North Memorial, Osseo Fire, Osseo Police
  - Automotive - Ford, Subaru, Audi

Osseo Senior High Health Science Magnet Program (Slide 2)

- **Describe Current Specialized Facilities**
  - Health Science - Nursing lab, emergency skills lab
  - Automotive - Automotive shop, garage
- **Identify Future proposed program changes?**
  - Health Science - Expand current programming to more scholars
  - Automotive - Expand current programming to more scholars, expand internship opportunities in automotive service technician course
- **Identify Future Facility Improvements Needed:**
  - Health Science **-** Additional lab space for emergency services, storage, and space for an ambulance
  - Automotive - Larger automotive shop with additional hoists and higher ceilings for safety

Park Center IB (Slide 1)

- **Explain Value Added Components**
  - Use of MYP Planner-now PC Planner to incorporate “all good teaching strategies”
    - Planner has CLEAR imbedded
    - All staff plan an utilize the planner

- **Describe Specialized Staff**
  - 11th and 12th Grade IB Courses have staff who have attended course specific IB training
  - As new staff come to PC, MYP and DP Coordinators work to orientate and provide introduction about IB
  - MYP and DP Coordinators

- **Identify Strand Pathway**
  - Students who take DP courses in 11th and 12th grade have an opportunity to take DP exams each spring; qualifying scores on the exams may lead to college courses
  - Students who take full course of DP classes during 11th and 12th grade, take TOK (Theory of Knowledge) complete CAS, complete the Extended Essay and attain qualifying scores on the IB Exams, earn an IB diploma and are eligible for college credit
  - MYP Programme at NVMS is no longer an option
  - Students from other magnet schools have an opportunity to take “DP” classes that emphasize the focus areas (IB Art, multiple IB science courses)

- **List Partnerships**
  - City of Brooklyn Park
  - Multiple Chefs in community to Pro-Start competition
  - Multiple Partnerships that support our Robotics Programs

Park Center IB (Slide 2)

- **Describe Current Specialized Facilities**
  - Our current classrooms have met the needs of IB/DP classes

- **Identify Future proposed program changes**
  - Conversations have been occurring for CTE programming, that would programming that would be very beneficial for many students in our building and very likely students that are not a part of the full IB program

- **Identify Future Facility Improvements Needed**
  - If the CTE programming that has been looked at, would be approved, there would be a need for various adaptations and modifications

MAGNET SCHOOL PLANNING ASSUMPTIONS:

1. **<u>Birch Grove Elementary School for the Arts</u>**
   - Dedicated Stage with appropriate sound / lighting and acoustic updates for gym
   - Dedicated Storage for Props and Stage Support
   - Dedicated General Music room
   - Dedicated Drama/Black Box Theater appropriate for small performances and small audiences (double classroom): Needs Updates
   - Dedicated 2D/3D Visual Arts Room (double classroom): Needs Updates
   - Dedicated Band/Orchestra Lab
   - Dedicated Orchestra Storage with humidification
   - Music/Keyboard Room (General Classroom) with acoustic provisions
   - Learning on Display: Visual Connections
   - General Acoustic Separation for all
   - Updated Intentional Outdoor Learning Lab: Enhancements

2. **<u>Weaver Lake Elementary School: Science, Math and Technology</u>**
   - Dedicated Science Lab: Needs Updates
   - Dedicated Engineering Lab: Needs Updates
   - Dedicated Maker Lab: Needs Updates
   - Dedicated Tech Lab for Magnet Program Computers: Needs Update
   - Flexible Furniture (Worksurfaces for projects): STEM Furniture
   - Dedicated Storage for materials and projects: STEM Curriculum
   - Learning on Display: Visual connections from STEM labs to hallways
   - Space for tools and access to power (ceiling reels)
   - Updated Intentional Outdoor Learning Lab: Enhancements
   - Magnet School program paired with Connect Program
   - Dedicated Storage for Magnet Tools and Resources

MAGNET SCHOOL LIST OF ASSUMPTIONS CONTINUED

3. **Zanewood Community School: STEAM**
   - Dedicated Art Lab
   - Dedicated Maker Lab
   - Dedicated Engineering Suite: Needs Enhancements
   - Dedicated Storage for STEAM projects/tools/materials
   - Flexible Furniture (Worksurfaces for projects)
   - Learning on Display; Currently located near a main entrance to the building and on Display
   - Updated Intentional Outdoor Learning Labs: Enhancements
   - Curriculum Coordinator Office
   - CO Lab: Dedicated space for the STEAM team meetings (15-18 Staff)
   - General: Signature to "Scream Our Theme"

4. **Brooklyn Middle STEAM School**
   - STEAM Curriculum incorporated in ALL Classrooms
   - NEED Dedicated Maker Lab
   - NEED Dedicated recording and performing space (reclaim stage add on fitness lab?)
   - Dedicated Project Lead the Way/Engineering Lab
   - Dedicated Multi-Purpose Lab
   - Visibility of STEAM Programming at the front door and throughout the building
   - Project based learning areas
   - Gallery Spaces for Projects
   - Dedicated small group and large group collaboration areas
   - Science Labs need updating
   - Art Labs need updating
   - Need Storage to support all of the space on the list

5. **Osseo Senior High: Health Science Magnet**
   - To be Defined through the CTE BBF Study Group

6. **Park Center Senior High: International Baccalaureate Diploma Program**
   - No known unique space needs at this time

MAGNET SCHOOL SPACE NEEDS

A. WEAVER LAKE ELEMENTARY (Science, Math, Technology)

1. Dedicated Science Lab	1,197 SF
2. Dedicated Engineering Lab	946 SF
3. Dedicated Maker Lab	880 SF
4. Dedicated Technology Lab	850 SF
Weaver Total Remodeled Space	**3,873 SF**

B. BIRCH GROVE ELEMENTARY (School for the Arts)

1. Dedicated Stage	420 SF
2. Dedicated Stage Storage	500 SF
3. Dedicated General Music	789 SF
4. Dedicated Black Box Theater	1,588 SF
5. Dedicated 2D/3D Visual Arts	1,582 SF
6. Dedicated Band/Orchestra	782 SF
7. Dedicated Music/Keyboard	784 SF
8. Gymnasium Enhancements for Performances	4,150 SF
Birch Grove Total Remodeled Space	**10,595 SF**

C. ZANEWOOD ELEMENTARY (STEAM)

1. Dedicated Science Lab	810 SF
2. Dedicated Art Lab	795 SF
3. Dedicated Maker Lab	810 SF
4. Dedicated Engineering Suite	1,146 SF
5.Dedicated Engineering Lab	1,200 SF
6. Storage STEAM Tools/Projects	incl.
7. Collaborative Lab (STEAM Mtgs)	500 SF
Zanewood Total Remodeled Space	**5,261 SF**

D. BROOKLYN MIDDLE SCHOOL (STEAM)

1. Dedicated P.L.T.W. Lab #1	3,882 SF
2. Dedicated P.L.T.W. Lab #2	1,459 SF
3. P.L.T.W. Lab #3	1,208 SF
4. Maker Lab: Tech/P.L.T.W./Art	1,459 SF
5. Dedicated Black Box	incl.
6. Dedicated Engineering Lab	incl.
7. Art 1 Lab	1,427 SF
8. Art 2 Lab	1,228 SF
9. Existing Maker Space/Storage	1,862 SF
10. Science Labs	8,532 SF
11. Stage Upgrades for Sound / Lighting	4,220 SF
12. Gymnasium Upgrades for Performances	9,775 SF
Brooklyn Total Remodeled Space	**35,052 SF**

E. OSSEO SENIOR HIGH HEALTH SCIENCE MAGNET

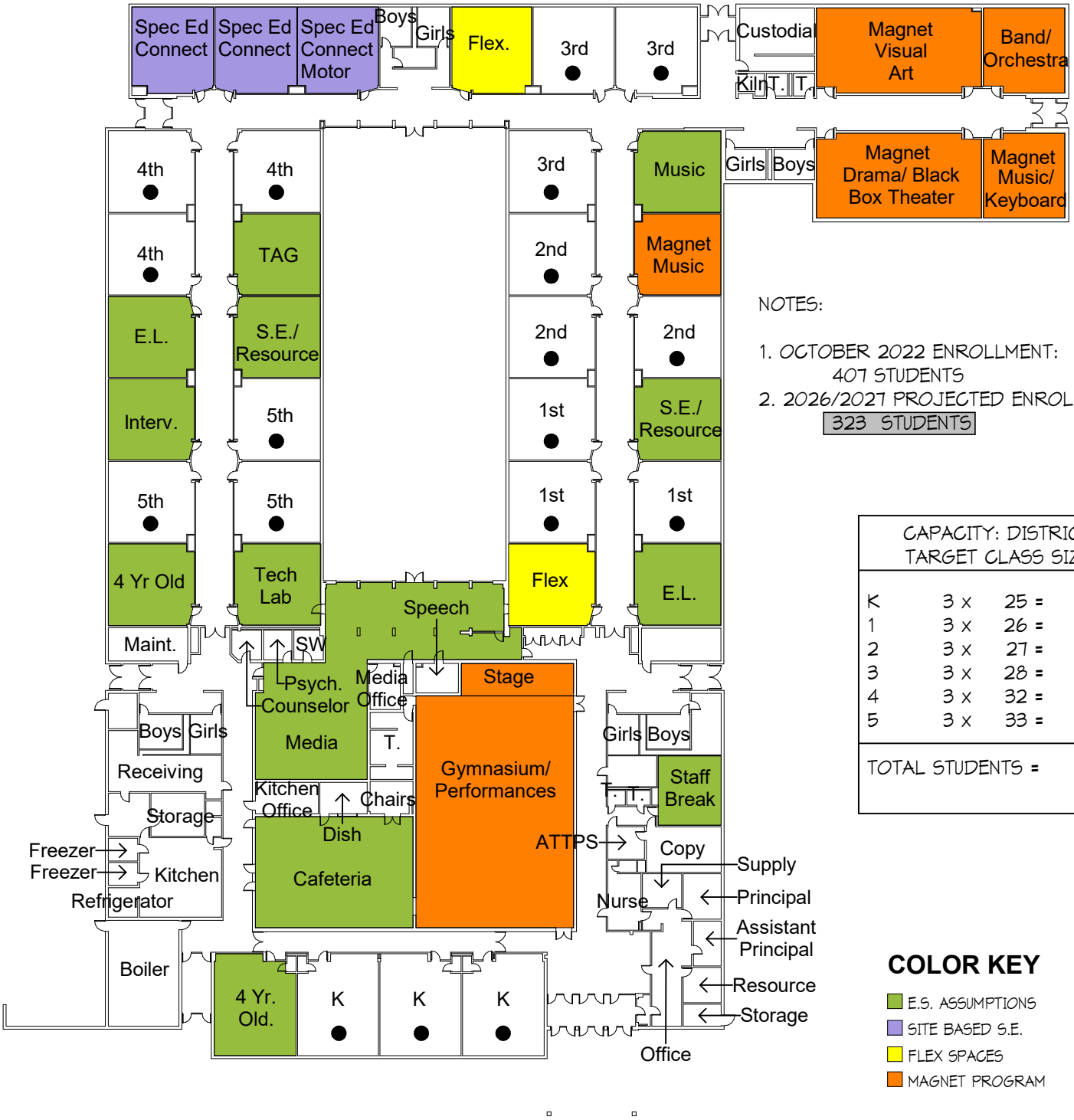
1. Work included with CTE BBF Study Group

F. PARK CENTER SENIOR HIGH IB DIPLOMA

1. No known needs

ISD #279 - OSSEO AREA SCHOOLS

Elementary 2022/23 Capacity
December 2022



NOTES:

1. OCTOBER 2022 ENROLLMENT:
   407 STUDENTS
2. 2026/2027 PROJECTED ENROLLMENT:
   323 STUDENTS

CAPACITY: DISTRICT TARGET CLASS SIZE			
K	3 x	25 =	75
1	3 x	26 =	78
2	3 x	27 =	81
3	3 x	28 =	84
4	3 x	32 =	96
5	3 x	33 =	99
TOTAL STUDENTS =			513

COLOR KEY

- E.S. ASSUMPTIONS
- SITE BASED S.E.
- FLEX SPACES
- MAGNET PROGRAM

BIRCH GROVE ELEMENTARY SCHOOL (ARTS MAGNET)CAPACITY DIAGRAM

1

1" = 50'-0"

0 37'-6" 75'

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December 2022 Capacity Analysis Diagram

Comm No: 172113

ISD #279 - OSSEO AREA SCHOOLS

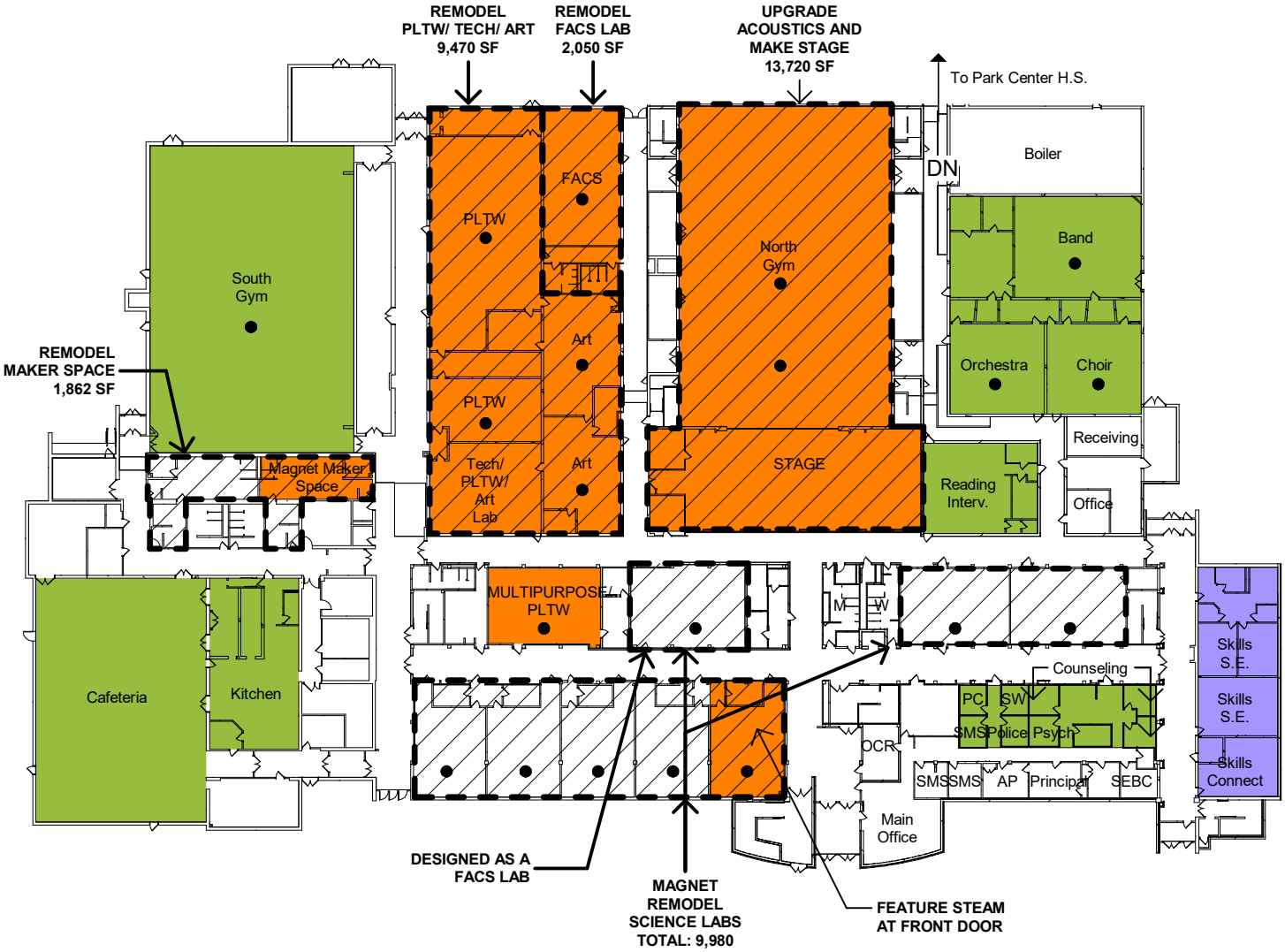
Middle School 2022/23 Capacity
December, 2022

CAPACITY

● 46 x 33 = 1,610
x 78% UTILIZATION
CAPACITY = 1,256 STUDENTS

NOTES:
- NOVEMBER 2021 ENROLLMENT: 1,020 STUDENTS
- PROJECTED 2026/2027 ENROLLMENT: 1,105 STUDENTS
- DISTRICT TARGET CLASS SIZE: 35 STUDENTS

COLOR LEGEND
- Assumptions
- Flex Areas
- Center Based S.E.
- Magnet Program



1 BROOKLYN MIDDLE SCHOOL CAPACITY - FIRST FLOOR

1/64" = 1'-0"

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ISD #279 - OSSEO AREA SCHOOLS

Elementary 2022/23 Capacity
December, 2022

CAPACITY: DISTRICT TARGET CLASS SIZE			
K	4 x	25 =	100
1	4 x	26 =	104
2	4 x	27 =	108
3	4 x	28 =	112
4	4 x	32 =	128
5	4 x	33 =	132
TOTAL STUDENTS =			684

NOTES:

1. October 2022 ENROLLMENT: 637 STUDENTS

2. 2026/2027 PROJECTED ENROLLMENT: 640 STUDENTS

COLOR KEY

- E.S. ASSUMPTIONS
- SITE BASED S.E.
- FLEX SPACES
- MAGNET PROGRAM

WEAVER LAKE ELEMENTARY SCHOOL CAPACITY DIAGRAM

1

1" = 50'-0"

0 37'-6" 75'

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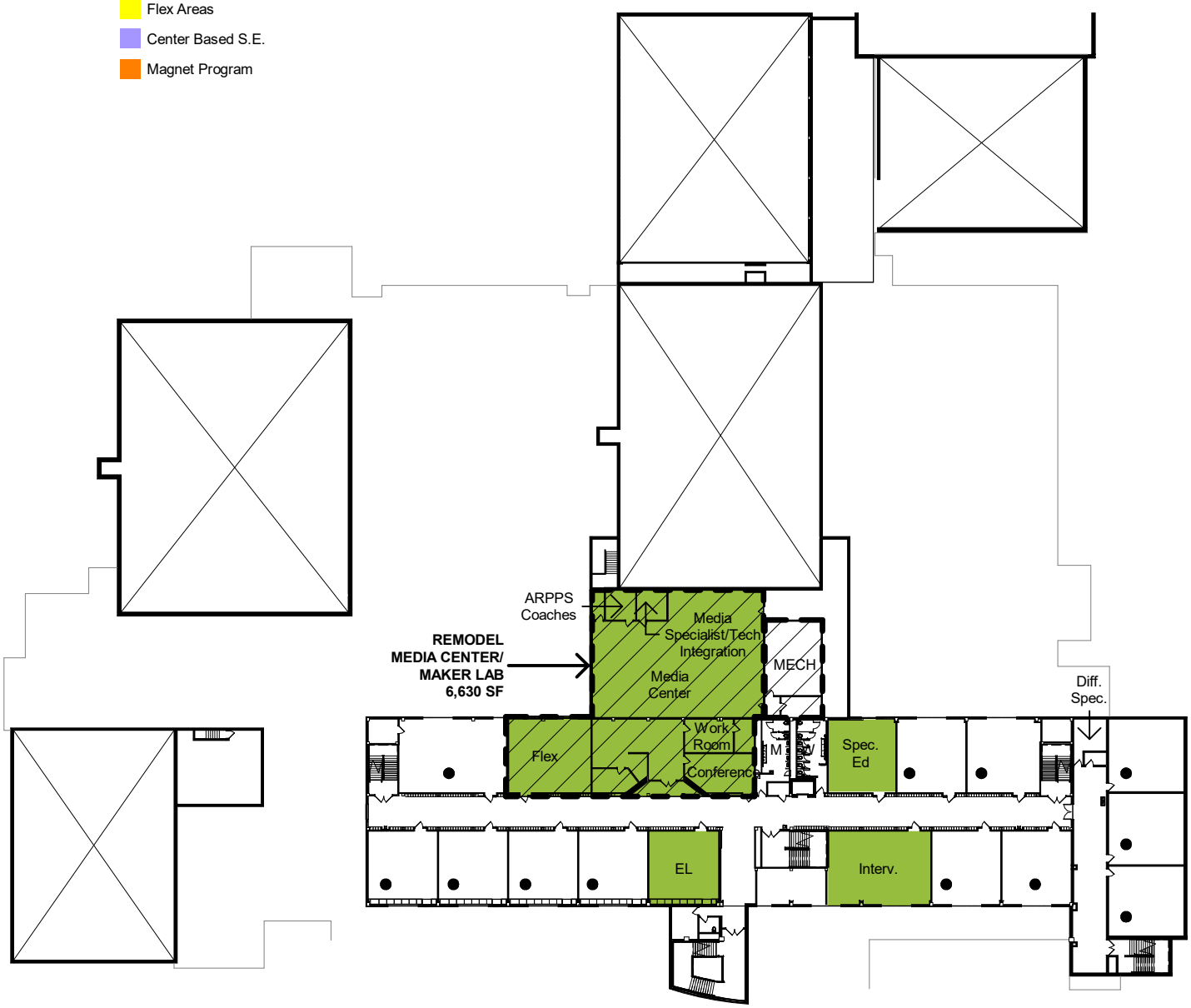
December 2022 Capacity Diagram

Comm No: 172113

COLOR LEGEND
- Assumptions
- Flex Areas
- Center Based S.E.
- Magnet Program



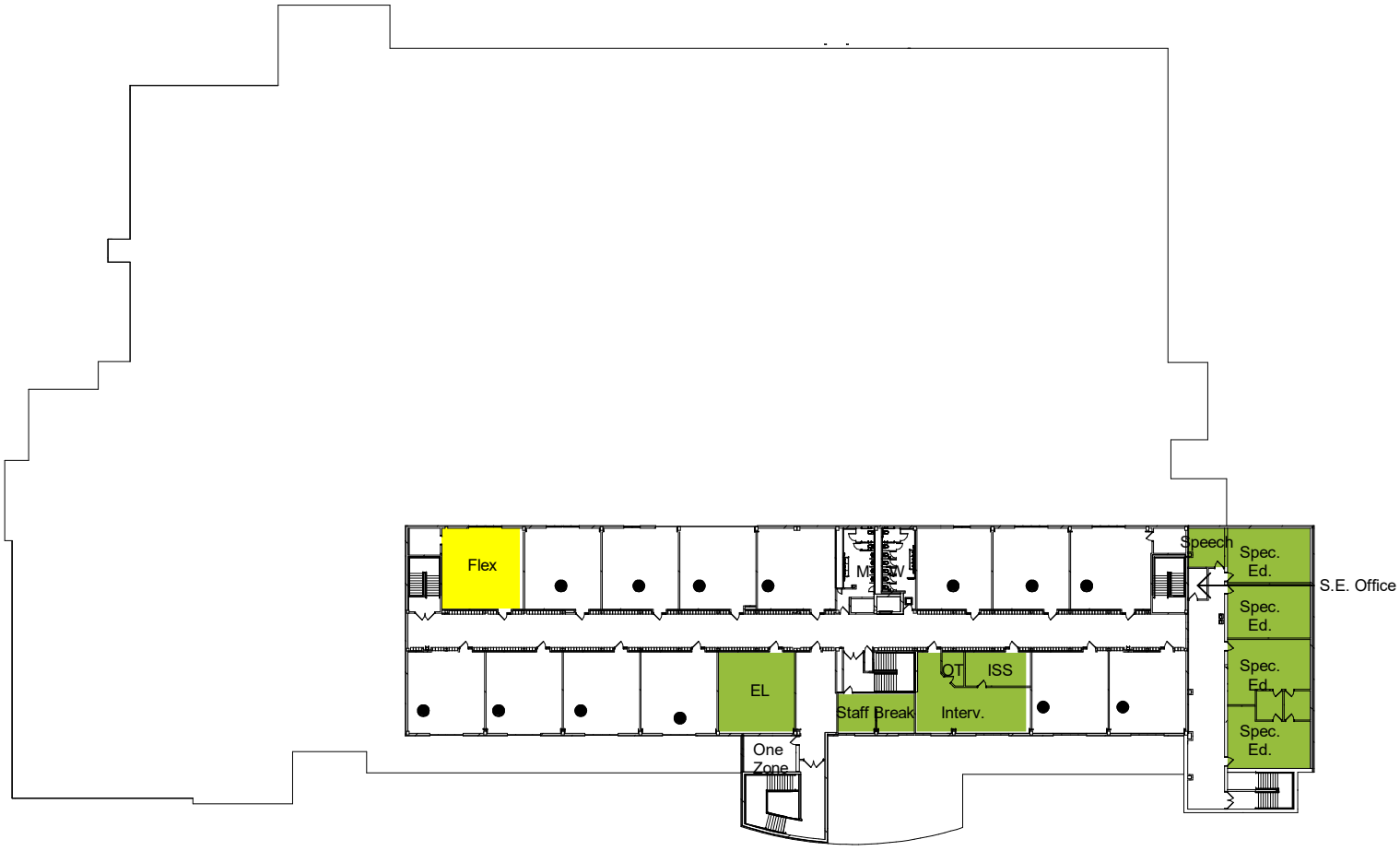
1 BROOKLYN MIDDLE SCHOOL CAPACITY - SECOND FLOOR

1/64" = 1'-0"

0 48' 96'

COLOR LEGEND

- Assumptions
- Flex Areas
- Center Based S.E.
- Magnet Program



1 BROOKLYN MIDDLE SCHOOL CAPACITY - THIRD FLOOR

1/64" = 1'-0"

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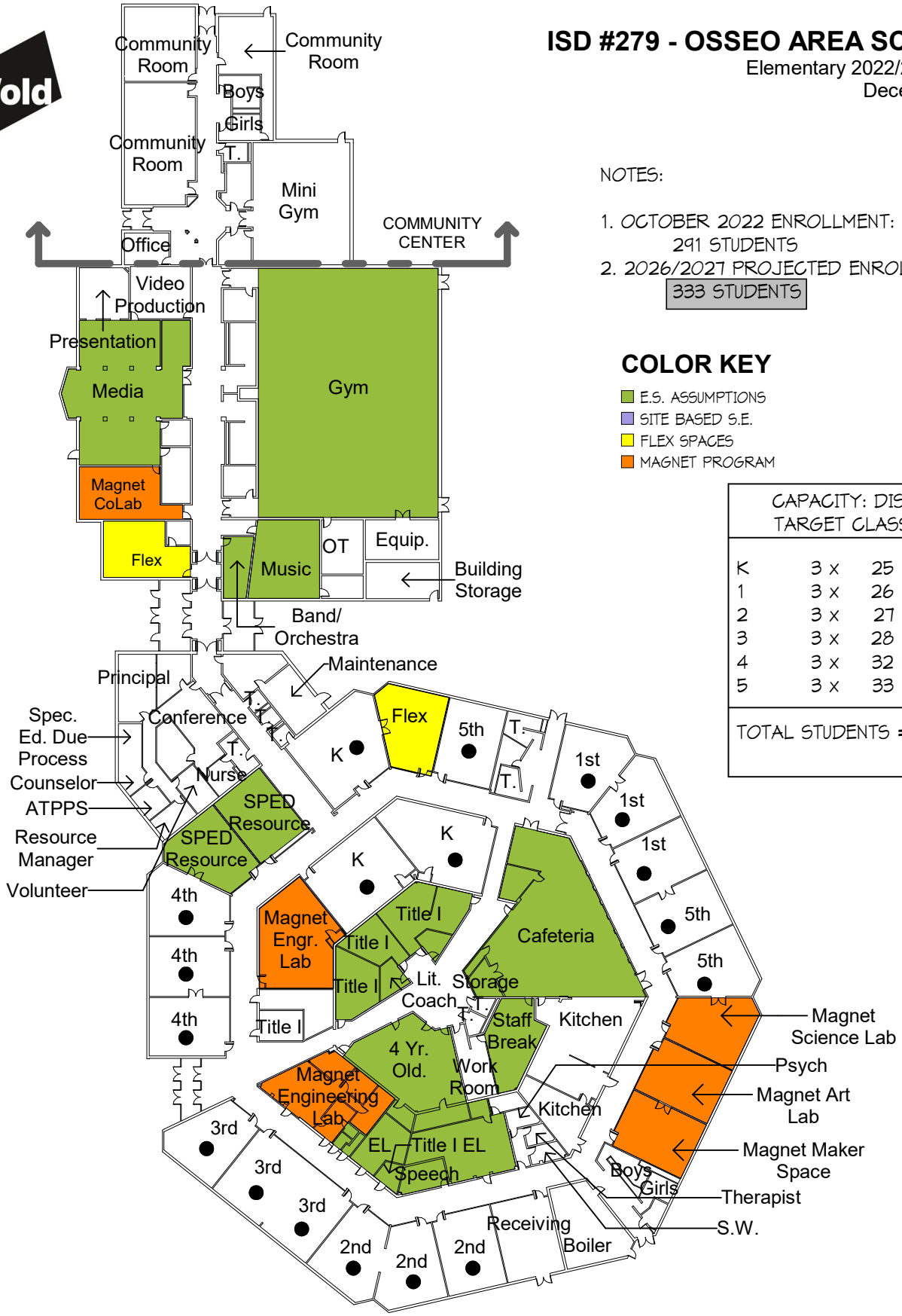
ISD #279 - OSSEO AREA SCHOOLS

Elementary 2022/23 Capacity
December 2022



NOTES:

1. OCTOBER 2022 ENROLLMENT:
   291 STUDENTS
2. 2026/2027 PROJECTED ENROLLMENT:
   333 STUDENTS

COLOR KEY

- E.S. ASSUMPTIONS
- SITE BASED S.E.
- FLEX SPACES
- MAGNET PROGRAM

CAPACITY: DISTRICT TARGET CLASS SIZE			
K	3 x	25 =	75
1	3 x	26 =	78
2	3 x	27 =	81
3	3 x	28 =	84
4	3 x	32 =	96
5	3 x	33 =	99
TOTAL STUDENTS =			513

1 ZANEWOOD ELEMENTARY SCHOOL CAPACITY DIAGRAM

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December 2022 Capacity Analysis Diagram

Comm No: 172113

MAGNET SCHOOL NEEDS

A. WEAVER LAKE ELEMENTARY (Science, Math, Technology)

1. Dedicated Science Lab 1,197 SF
2. Dedicated Engineering Lab 946 SF
3. Dedicated Maker Lab 880 SF
4. Dedicated Art Lab (New Space) 850 SF

Weaver Total Remodeled Space 3,873 SF

B. BIRCH GROVE ELEMENTARY (School for the Arts)

1. Dedicated Stage 420 SF
2. Dedicated Stage Storage(?) 500 SF
3. Dedicated General Music 789 SF
4. Dedicated Black Box Theater 1,588 SF
5. Dedicated 2D/3D Visual Arts 1,582 SF
6. Dedicated Band/Orchestra 782 SF
7. Dedicated Music/Keyboard 784 SF

Birch Grove Total Remodeled Space 6,445 SF

C. ZANEWOOD ELEMENTARY (STEAM)

1. Dedicated Science Lab 810 SF
2. Dedicated Art Lab 795 SF
3. Dedicated Maker Lab 810 SF
4. Dedicated Engineering Suite 1,146 SF
5. Storage STEAM Tools/Projects incl.
6. Collaborative Lab (STEAM Mtgs) ??

Zanewood Total Remodeled Space 3,561 SF

D. BROOKLYN MIDDLE SCHOOL (STEAM)

1. Dedicated P.L.T.W. Lab #1 3,882 SF 2. Dedicated P.L.T.W. Lab #2 1,459 SF 3. P.L.T.W. Lab #3 1,208 SF 4. Maker Lab: Tech/P.L.T.W./Art 1,459 SF 5. Dedicated Black Box incl.
6. Dedicated Engineering Lab incl. 7. Art 1 Lab 1,427 SF 8. Art 2 Lab 1,228 SF 9. Existings Maker Space/Storage 671 SF

Brooklyn Total Remodeled Space 11,334 SF

E. OSSEO SENIOR HIGH HEALTH SCIENCE MAGNET

1. Work included with CTE BBF Study Group

F. PARK CENTER SENIOR HIGH IB DIPLOMA

1. No known needs

October 27, 2022

Dear Center for Innovation and the Arts Supporters:

Over the past several years, the City of Brooklyn Park, North Hennepin Community College (NHCC), and other arts supporters cultivated a relationship to advance the design and construction of a new facility, Center for Innovation and the Arts, at the corner of 85th Avenue North and West Broadway in Brooklyn Park.

The Center was envisioned to provide equitable and inclusive access to secondary and post-secondary academic programming and career pathways in science, technology, engineering, arts, and mathematics (STEAM), and cross-cultural programming. While the efforts to pursue a physical space are coming to an end due to financial constraints, the vision for programming will continue.

Challenges facing the project:

- A 2019 study estimated that the project would cost $81 million and require support from public and private philanthropic sources. Despite financial commitments from Brooklyn Park Economic Development Authority and NHCC, the requested state bonding has been unsuccessful.
- A 2022 feasibility study conducted by Crowley, White, Helmer & Sevig to assess a capital campaign found that $12 million of the necessary $30 million could be raised from private entities, leaving a significant funding gap.
- Declining enrollment at NHCC poses a significant financial challenge. Since its peak in 2012, enrollment has decreased by 4,392 students, or $11 million. This declining enrollment mirrors state and national trends since 2007 and accelerated during the COVID-19 pandemic. Enrollment projections over the next five years will not cover that gap.

What's next?

The City and NHCC will continue its partnership to carry forth the project's goals to 1) fill a void in the northwest suburbs for arts programming, 2) grow STEAM academic programs and pathways, and 3) provide equitable and inclusive access to arts. To accomplish this, we will pursue fundraising opportunities identified in the feasibility study related to fine and applied art, diversity, equity, inclusion, and STEAM, and explore after-school programming, summer camps, and life-long learning classes.

We thank you, the community, elected representatives, state legislators, council members, staff, faculty, advisory members, and countless others who have supported this project!

Sincerely,

Dr. Rolando Garcia
President, NHCC

Jay Stroebel
City Manager, City of Brooklyn Park

OSSEO AREA SCHOOLS

ISD 279

Osseo Area Schools
1 Yr Board Calendar
REVISED DRAFT

Revised January 10, 2022

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

Osseo Area Schools
Proposed Board of Education July-December 2022 Agenda/Calendar

	July	August	September	October	November	December
District Policy		● Policy Committee: 500 Series Policies Review Completion		● Policy Committee Meeting		● Policy Committee Meeting
Operational Oversight	**Regular Meeting:** ● 10-Year LTFM Plan (RM/AR) RM ● ● Strategic Plan/Roadmap Update (RM) - CM/BB ● LTFM Professional Contracts (RM/CA) - RM ● Contract Ratification (AR) - LA ● Negotiations Strategy meeting:- (SM/Closed session) LC/LA	**Work Session:** ● District 3 Yr Operational Plan (WS) **Special Meeting** ● Resolution calling special election (referendum) (action item) **Regular Meeting:** ● Superintendent's Report - CM ● Non-public contracts for Student Services (RM/CA) ● LTFM Bond Approval (RM) ● Non-public contracts for Student Services (RM/CA)) ● Negotiations Strategy Meeting (SM/closed session) - LC/LA	**Work Session:** ● 2021-2022 District Stakeholder Survey Results **Regular Meeting:** ● Introduction of Student Board Representatives - AJ ● Superintendent's Report - CM ● Preliminary Levy (RM/AR) JM ● Preliminary FY 2022 Financial Report; JM ● General liability insurance renewal (RM/CA) ● Contract ratifications (RM/AR) – LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA	**Work Session:** ● 2022-2023 Start Of School Update ● Monitoring Report: Strategic Direction E Initiatives - Supt/Cabinet **Regular Meeting:** ● Student Board Representatives Report ● Superintendent's Report - CM ● Monitoring Report: Strategic Direction E Initiatives - Supt/Cabinet ● Contract ratifications (RM/AR) – LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA ● Lobbyist Contract Approval (RM/CA)	**Special Meeting:** (prior to work session): Election Canvassing **Work Session:** ● World's Best WorkForce Results (WS) - BB/RG/TW/JJA ● LRFP Budget Parameters (WS) - JM ● LTFM Update (WS) - JM **Regular Meeting:** ● Student Board Representatives Report ● Superintendent's Report - CM ● FY21 Financial Audit Results Presentation by MMKR - JM ● Building a Better Future referendum results and communication plan summary ● Contract ratifications (RM/AR) – LA ● Negotiations Strategy Meeting (SM/closed session) - LC/LA	**Work Session:** ● Legislative Platform (WS) - JM ● Monitoring Report: Strategic Direction D Initiatives - Supt/Cabinet ● Enrollment Update (WS) - JM **Regular Meeting:** ● Student Board Representatives Report ● Board Recognitions ● Superintendent's Report - CM ● Monitoring Report: Strategic Direction D Initiatives - Supt/Cabinet ● LTFM Bid Awards – (RM/CA) ● Legislative Platform (WS/RM/AR) - JM ● Final Levy/Truth in Taxation - (AR/RM) - JM ● Contract ratifications (RM/AR) – LA
Board Gov./ Self Gov.		**Work Session**: ● Standing item: Board calendar review (15 min)	● Standing item: Board calendar review ● Board PD Session TBD	**Work Session:** ● Standing item: Board calendar review (15 min)	**Work Session:** ● Standing item: Board calendar review (15 min)	**Work Session:** ● Standing item: Board calendar review (15 min)

Sup Relations	● Sup Eval - WS (SM, closed) ● Statement on Sup Evaluation (RM)					
Public Engagement		● Community Informational Meeting on Safety and Risk Management	● Community Informational Meeting on Referendum ● Listening Session	• Community Informational Meeting on Referendum		

Osseo Area Schools
DRAFT Proposed Board of Education January-June 2023 Agenda/Calendar

	January	February	March	April	May	June
District Policy			• Policy Committee Meeting			• Policy Committee Meeting (
Operational Oversight	**Work Session:** • Building a Better Future Phase II Recommendations - JM **Regular Meeting:** • Student Board Representatives Report • Board Recognitions • Superintendent's Report - CM • LTFM Bid Awards (RM/CA) • Property Insurance (RM/CA) - JM • Contract ratifications (RM/AR) - LA • Negotiations Strategy Meeting (SM/closed session) - LC/LA	**Work Session:** • Monitoring Report: Strategic Direction C Initiatives - Supt/Cabinet • Monitoring Report: LRFP Budget Update (WS) - JM • Concurrence with AIPEC/AI Budget Review (WS) • Building a Better Future next steps **Regular Meeting:** • Student Board Representatives Report • Board Recognitions • Superintendent's Report - CM • Monitoring Report: Strategic Direction C Initiatives - Supt/Cabinet • FY 2023 Mid-Year Budget Update (WS & RM) -JM • LTFM Awards (RM/CA) -JM • FY2024 Capital Budget Approval (RM/AR) - JM • Contract ratifications (RM/AR) - LA • Negotiations Strategy Meeting (SM/closed session) - LC/LA	**Work Session:** • Brooklyn Bridge Alliance Update (WS) - CM • District Communication Plan Update (WS) - KV • Building a Better Future proposed resolution - JM **Regular Meeting:** • Student Board Representatives Report • Board Recognitions • Superintendent's Report - CM • Building a Better Future proposed resolution - JM • Three-year Capital Lease (RM/CA) • LTFM Awards (RM/CA) -JM • Contract ratifications (RM/AR) - LA • Negotiations Strategy Meeting (SM/closed session) LC/LA	**Work Session:** • Monitoring Report: Strategic Direction B Initiatives - Supt/Cabinet **Regular Meeting:** • Student Board Representatives Report • Board Recognitions • Superintendent's Report - CM • Monitoring Report: Strategic Direction B Initiatives - Supt/Cabinet • Insurance renewals (RM/AR)-JM • Radon Testing Memo (RM/CA) • ECMAC Report/Recommendations - JM • LTFM Awards (RM/CA) -JM • Contract ratifications (RM/AR) - LA • Negotiations Strategy Meeting (SM/closed session) - LC/LA	**Work Session:** • George Floyd Resolution Update (WS) - BB • RISE Committee Update - CM/BB **Regular Meeting:** • Student Board Representatives Report • Board Recognitions • Retiree recognition • Superintendent's Report - CM • Recognition of Student School Board Representatives - Board Members • District Planning Advisory Council (DPAC) Recs (RM/IO) - BB/RG • Districtwide Communication Plan update • Contract ratifications (AR) - LA • Termination of probationary teachers (RM/CA) • Policy Revisions - TP • Negotiations Strategy Meeting (SM/closed session) - LC/LA	**Work Session:** • 2022-23 Preliminary Budget (WS) - JM • Monitoring Report: Strategic Direction A Initiatives - Supt/Cabinet **Regular Meeting:** • Student Board Representatives Report • Board Recognitions • Superintendent's Report - CM • Monitoring Report: Strategic Direction A Initiatives - Supt/Cabinet • Legislative Update (WS/IO) - JM • 2022-23 Budget (RM/AR) - JM • 10-Year LTFM Plan (RM/AR) - JM • Contract ratifications - LA • Negotiations Strategy Meeting (SM/closed session) - LC/LA
Board Gov./ Self Gov.	**Annual Meeting:** • Election of board officers/annual	**Work Session:** • Standing item: Board calendar review (15 min)	**Work Session:** • Standing item: Board calendar review (15 min)	**Work Session:** • Standing item: Board calendar review (15 min • Board PD Session TBD	**Work Session:** • Standing item: Board calendar review (15 min)	**Work Session:** • Standing item: Board calendar review (15 min)

	meeting/board protocols review (AR) ● Board PD Session **Work Session:** ● Standing item: Board calendar review (15 min)					
Supt Relations						
Public Engagement						