

Agenda Independent School District 279 School Board	Regular Business Meeting Edinbrook Elementary School - Media Center 8925 Zane Ave. N. Brooklyn Park, MN 55443 Tuesday, October 10, 2023 6:00 PM
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*Our mission is to inspire and prepare each and every scholar with the confidence, courage and competence to achieve their dreams; contribute to community; and engage in a lifetime of learning.*

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

## **Agenda Items**

1. 6:00 p.m. Welcome and purpose  
Tanya Simons, Board Vice Chair
2. 6:05 p.m. Check in  
Dr. Kim Hiel, Superintendent
3. 6:05 p.m. Welcome to Edinbrook Elementary  
Aaron Krueger, Principal
4. 6:10-6:40 p.m. Spotlight on the Enrollment Center 3  
Brian Siverson-Hall, Executive Director of Community Engagement and Jim Greeley, Enrollment Center Coordinator
5. 6:40-7:40 p.m. Monitoring Report: Strategic Direction E Initiatives 18  
Bryan Bass, Assistant Superintendent of Equity and Achievement; Robin Gunsolus, Director of Learning and Achievement; Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment; Tom Watkins, Coordinator of Data and Assessment
6. 7:40-8:15 p.m. MSBA Legislative Platform: Clarifying SRO Legislative Language 59  
Tanya Simons, Board Vice Chair
7. 8:15-8:30 p.m. Board Calendar Review 61  
Dr. Kim Hiel, Superintendent
8. 8:30 p.m. Adjournment  
Tanya Simons, Board Vice Chair

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

OSSEO AREA SCHOOLS

ISD  279

# Spotlight on Enrollment Center

*School Board Work Session, October 10, 2023*

*Jim Greeley and Brian Siverson-Hall*

# Outcome of Presentation

- ▶ Board members will
  - understand the process of centralized enrollment.
  - understand the resources, services and partnerships provided to families.



# Northwest Family Service Center (NWFSC)

- ▶ Building Partners:

- Osseo Area Schools Enrollment Center
- Adult Basic Education (ABE) and Kidstop
- Hennepin County Human Services
- Community Emergency Assistance Program (CEAP)
- Neighbor – Willow Lane Early Childhood Center

# When you know your why, you'll know your way

## Enrollment Center:

- ▶ A safe and welcoming place for our communities, parents/guardians, and scholars to enroll into school, while helping them get connected to resources and services available to them across the entire district.
- ▶ “I don’t simply help families fill out forms. I help them get started down a path to a great education in Osseo Area Schools.” - Josh Smith, Enrollment Center.

Section 1

# Centralized Process

# Centralized Process

- Gather paperwork and documents
- Completion and distribution
- Benefits
  - Consistent and equitable process
  - Positive 1st experience - efficient enrollment
  - Better serve our scholars needs
  - Decreased wait time
  - Conduit to other departments = increased efficiency
  - Barriers are removed
  - Oversee enrollment options 558
  - Financial savings

# Enrollment Management

- **Types of enrollments - Prek-12**
  - New, in-district transfer, open enrollment, Magnet school, change of address, reversal to home school, shared-time, ECSE initial evaluations, safe at home, care and treatment transportation, foster care and group home.
  
- **How can families enroll?**
  - Paper enrollment packets - in person, email, fax, U.S. Mail.
  - Online enrollment (through ParentVue)

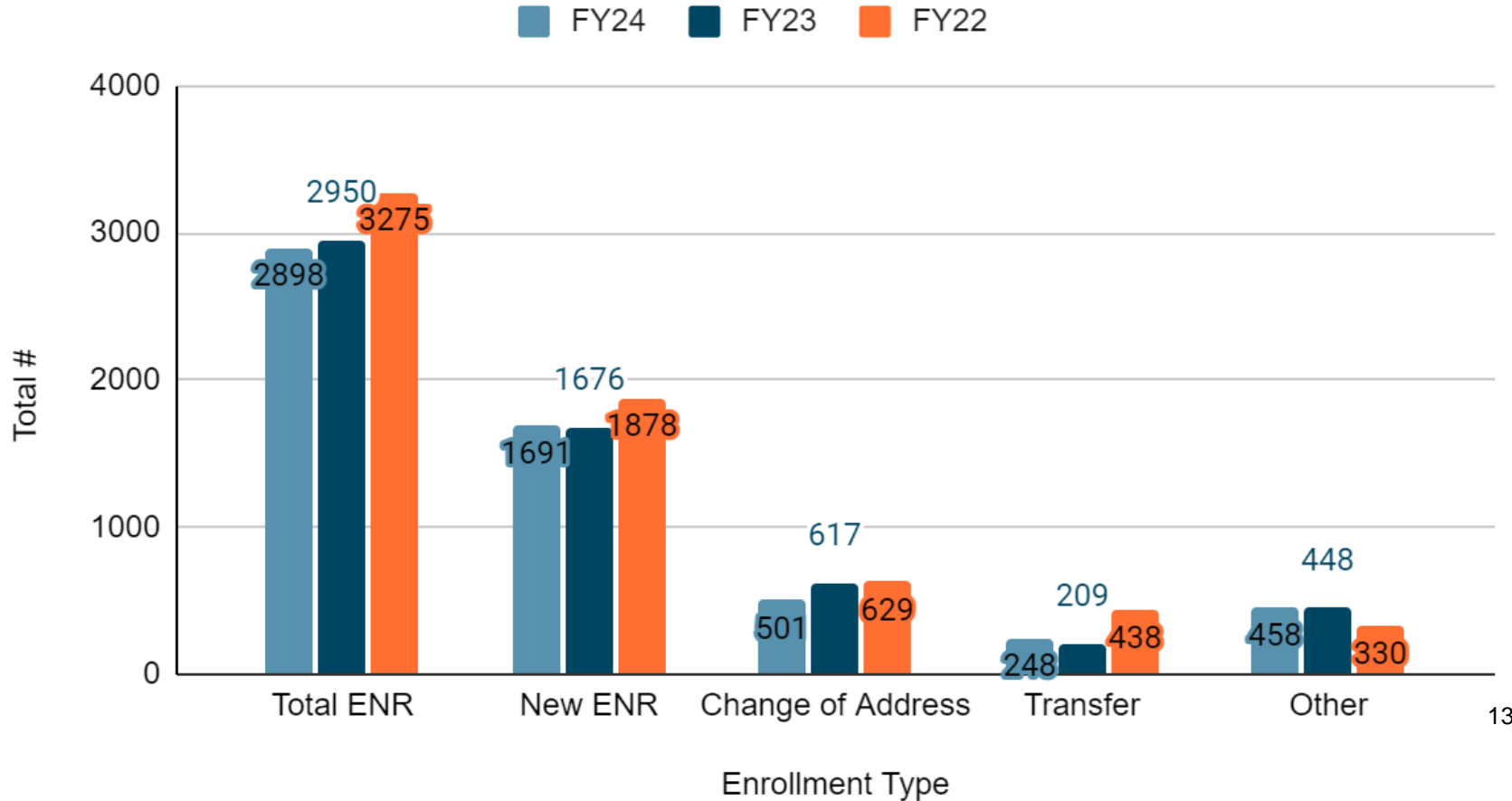
# Enrollment Options and Lottery Management

- ▶ **State Statute and District Policy 558 - Enrollment Options**
  - Open Enrollment - non-resident
  - In-district transfers
  - Magnet - Northwest Suburban Integration School District (NWSISD)
- ▶ Timelines and application process

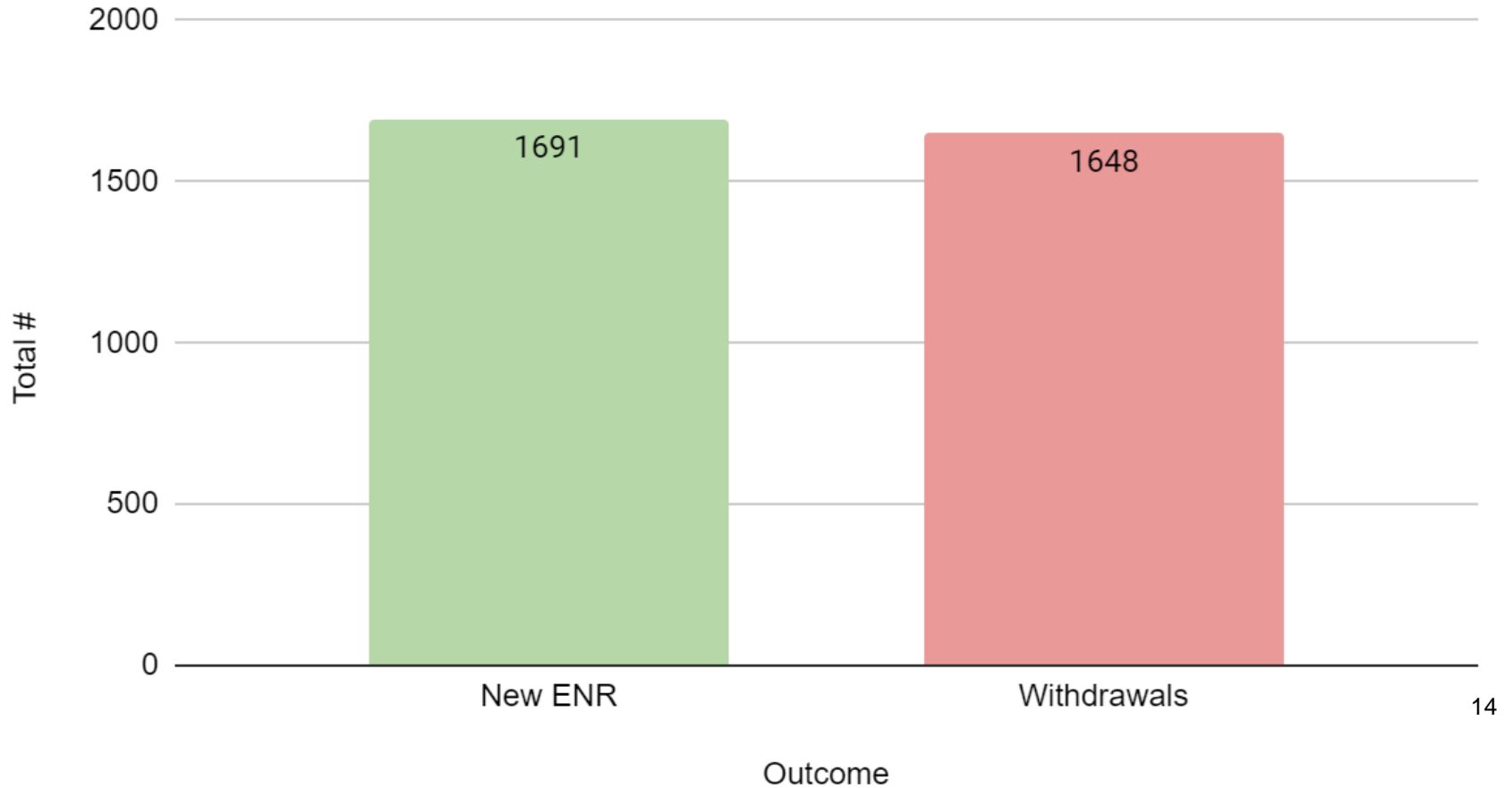
# Enrollment Management Team

- Superintendent
- Assistant Superintendents (3)
- Executive Director of Finance & Operations
- Executive Director of Community Engagement
- Coordinator of DLTL
- Coordinator of Enrollment Services

# Back to School Season (Aug 1-Sept 30)



# New Enrollment vs. Withdrawals (June 9-Sept 30, 2023)



## Section 2

# Resources, Services and Partnerships

# Family Engagement and Support

- Northwest Family Resource Collaborative (NWFRC)
- Community Education - ECFE, Kidstop, ABE, PreK
- Northwest Integration School District (NWSISD) - Magnet schools and programming
- CEAP and Hennepin County
- Homework Starts with Home NW
- PreK support and options
- EL services and language support
- Homeless and Foster Liaison
- Transportation support
- Foreign Student (F-1 Visa) enrollment



OSSEO AREA SCHOOLS

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ISD  279

# Vision Card E

*Jenna Johnshoy-Aarestad, Tom Watkins, Robin Gunsolus  
October 10, 2023*

# Presentation Outcomes

**Board Members** will:

- ▶ receive information on comparison data for the High Priority Initiatives for Strategic Direction E; and,
- ▶ understand alignment of the operational plan to the vision card data collection.



**Vision Cards serve as critical data points toward the realization of the desired daily experience.**





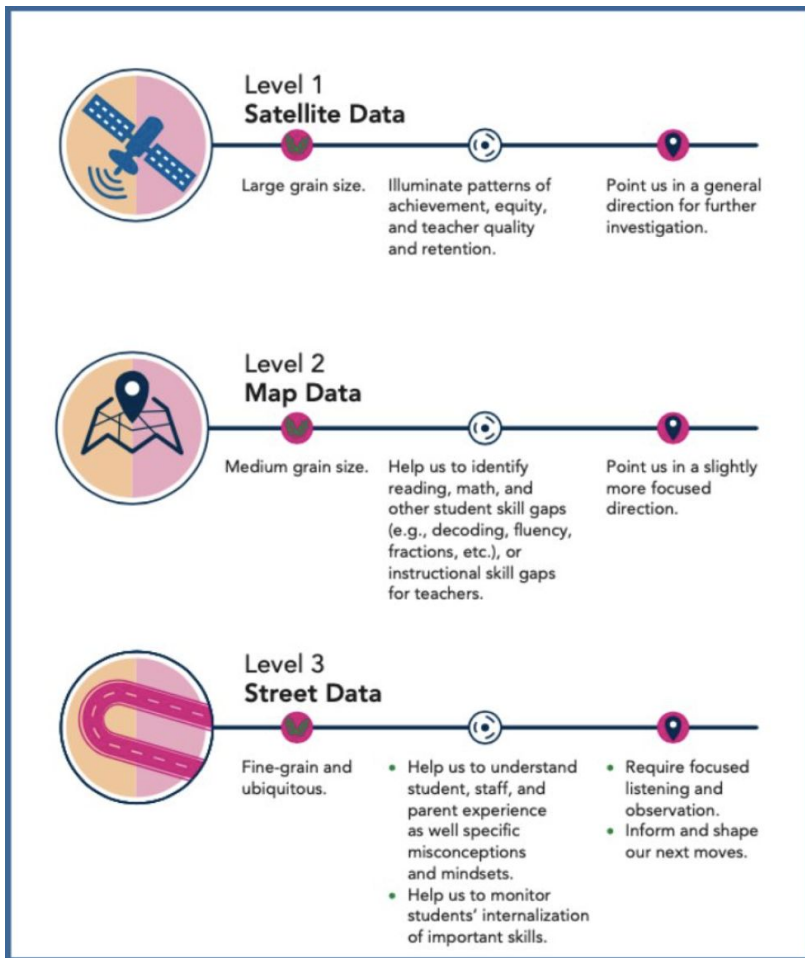
# District Three Year Operational Plan Work aligned with Strategic Direction E:

Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>
<p><i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</i></p>	<ul style="list-style-type: none"> <li>● <b>Instructional Leadership Academy (ILA) - Phase 2</b></li> <li>● <b>Department Vision Cards</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>District Vision Cards</b></li> <li>● <b>Instructional Leadership Academy (ILA)</b></li> <li>● <b>Principal Support Academy (PSA)</b></li> <li>● <b>Online enrollment - Year 3</b></li> <li>● <b>Recruitment and Retention Strategies -</b> <ul style="list-style-type: none"> <li>○ Workforce Shortage</li> <li>○ Diversification</li> </ul> </li> </ul>

# VISION CARD



From *Street Data: A Next Generation Model for Equity, Pedagogy, and Transformation.*



# E1. Leadership and Continuous Improvement

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
Process	<b>E1. Leadership and Continuous Improvement Review</b> Shared leadership and decision-making structures are present at multiple levels of the district and are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities.	Alignment Scale	≤43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%	67%
		Leadership Scale	≤43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%	66%

# Equimetrics Scales for Indicator E1

Scales and Questions	Agree or Strongly Agree	
	May 2022	May 2023
<b>Alignment</b>	<b>62.0</b>	<b>67.1</b>
25. In my organization, resources are dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency.	60.8	65.3
26. In my organization, I am encouraged to pursue initiatives to support Diversity, Equity, Inclusion, and Cultural Competency.	63.1	68.9
<b>Leadership</b>	<b>61.9</b>	<b>66.2</b>
18. Leaders in my organization are authentic in how they value individual differences.	58.7	61.0
19. Leaders in my organization understand the positive impact of having a diverse and inclusive workforce.	64.7	70.1
20. Our leaders take ownership of creating and supporting a diverse and inclusive workplace.	58.7	62.2
21. Leaders in my work group include team members, regardless of background.	65.5	71.4

# E2. Staff Recruitment and Retention

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
Process	<b>E2. Staff Recruitment and Retention</b> Ensuring That Staff are Representative of Our Scholars' and Families' Identities	% Staff of Color	≤9%	10-12%	13-15%	16-18%	>18%	13.4%	13.8%	14.5%	14.9%	16.3%
		% Staff of Color Retained	≤79%	80-84%	85-89%	90-94%	> 94%	NA	NA	NA	88%	85%
		Perception Question	≤43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	63%	68%

## 2013-2023 Staff of Color Demographics

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Licensed % of color	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.34%	9.88%
Non-Licensed % of color	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	20.41%	23.23%
Administrators % of color	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	28.98%	30.00%
Total % of color	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%	16.34%

## 2019-2023 Scholars of Color Enrollment

	2019	2020	2021	2022	2023
Scholars % of color	58.98%	59.18%	59.83%	61.98%	62.83%

## Staff Retention

Staff Group	2022	2023
Licensed Staff of Color	85.71%	93.90%
Non-Licensed Staff of Color	87.34%	79.21%
Administrators of Color	100.00%	90.74%
Total Staff of Color	88.18%	85.31%

## 2013-2023 New Hire Demographics

School year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Licensed % of color	12.05%	11.32%	9.93%	9.42%	8.75%	14.48%	14.38%	13.48%	16.03%	13.04%	12.85%
Non-Licensed % of color	14.29%	16.44%	25.60%	29.46%	36.84%	34.62%	40.64%	43.26%	34.75%	38.16%	43.01%
Adminstrators % of color	0.00%	30.77%	25.00%	41.18%	63.64%	10.71%	40.00%	50.00%	60.00%	58.82%	68.75%
	288	318	360	413	410	381	360	327	301	385	467

# E3. Achievement of State Standards (K-11)

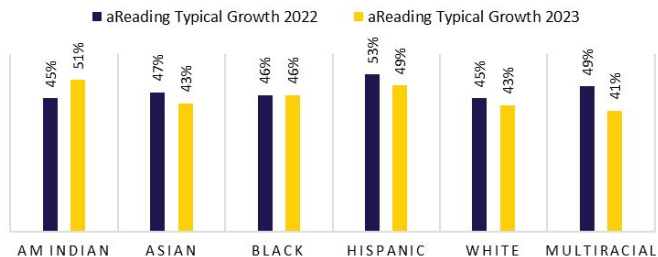
Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
Outcome	<b>E3. Achievement of State Standards (K-11)</b> Percent of Students Proficient or Making Progress or Growth	<b>MCA Reading Proficiency (Median of Race/Eth groups)</b>	≤28%	29-34%	35-40%	41-46%	>46%	48%	NA	NA	38%	36%
		<b>MCA Math Proficiency (Median of Race/Eth groups)</b>	≤20%	21-26%	27-32%	33-38%	>38%	45%	NA	NA	28%	32%
		<b>MCA Reading Progress (Median maintained or improved)</b>	≤50%	51-55%	56-60%	61-65%	>65%	66%	NA	NA	60%	52%
		<b>MCA Math Progress (Median maintained or improved)</b>	≤36%	37-44%	45-52%	53-60%	>60%	57%	NA	NA	50%	46%
		<b>ACCESS for ELs Progress Index (ELP)</b>	≤45	46-50	51-55	56-60	>60	64	NA	NA	53	50
		<b>FastBridge aReading Growth (Median making typical growth)</b>	≤35%	36-44%	45-53%	54-62%	<62%	NA	NA	52%	46%	45%
		<b>FastBridge aMath Growth (Median making typical growth)</b>	≤35%	36-45%	46-55%	56-65%	<65%	NA	NA	57%	51%	29 <sup>45%</sup>

# MCA Proficiency and Progress by Student Group

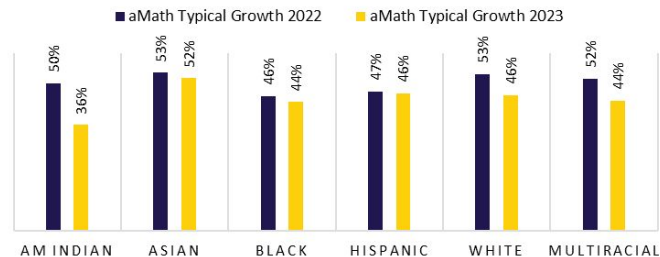
2023	Math Achievement		Reading Achievement		Math Progress		Reading Progress	
Group	# Students	% Proficient	# Students	% Proficient	# Students	% Maintaining or Progressing	# Students	% Maintaining or Progressing
All Students	10025	40.2	10138	47.1	6530	52.4	6557	58.9
Am. Ind	218	31.2	226	34.1	143	40.6	143	43.4
Asian	1540	33.2	1571	38.6	1032	52.0	1033	57.7
Hispanic	955	22.4	977	32.3	616	33.8	621	45.9
Black	2547	18.6	2609	30.9	1598	33.9	1604	46.3
White	4084	60.6	4059	64.7	2690	68.4	2704	69.9
Multiracial	675	42.5	692	50.0	447	53.7	448	62.9
ML/EL	1727	19.2	1725	23.7	1208	32.7	1213	43.4
Spec Ed	1761	26.6	1773	28.3	1120	35.4	1125	39.2
F/RP Meals	4743	21.3	4850	30.7	3057	36.5	3072	47.1

# FastBridge Growth and ACCESS Progress (ELP)

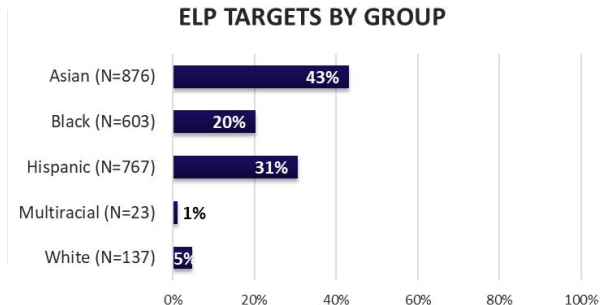
PERCENT OF SCHOLARS WHO MADE TYPICAL GROWTH BY GROUP IN READING



PERCENT OF SCHOLARS WHO MADE TYPICAL GROWTH BY GROUP IN MATH



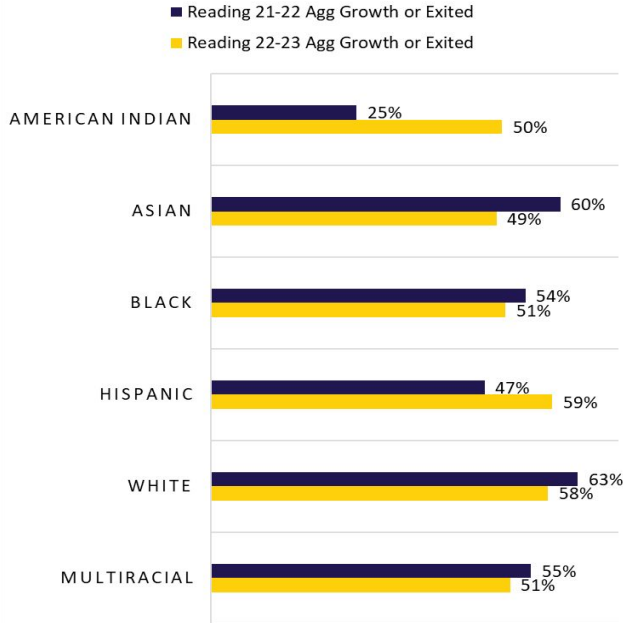
PERCENT OF STUDENTS MEETING THEIR ELP TARGETS BY GROUP



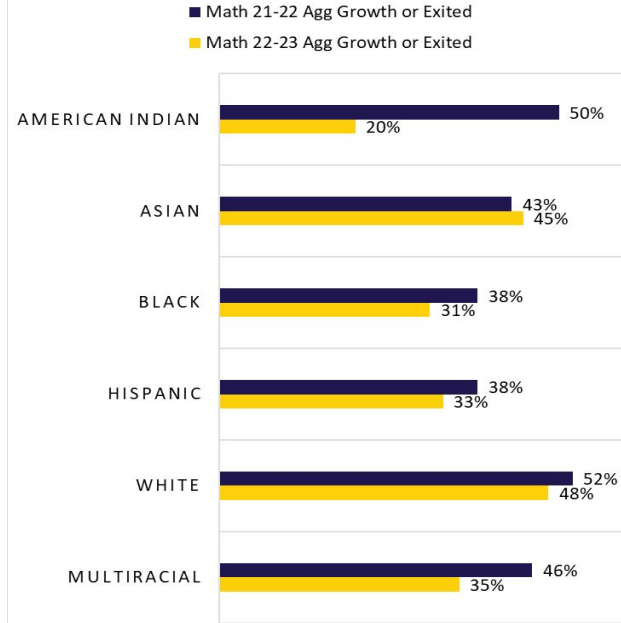
# E4. Intervention Impact

<u>Element</u>	<u>Indicators</u>	<u>Data Source</u>	<u>Intervene</u>	<u>Concern</u>	<u>Baseline</u>	<u>Progress</u>	<u>Vision</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Outcome	<b>E4. Intervention Impact</b> Average effectiveness (> avg growth or exit) of interventions for assessed students	<b>ADSIS Reading</b>	≤35%	36-50%	51-65%	66-80%	>80%	NA	NA	NA	53%	53%
		<b>ADSIS Math</b>	≤25%	26-35%	36-45%	46-55%	>55%	NA	NA	NA	41%	36%

**PERCENT OF SCHOLARS RECEIVING  
ADSIS READING SERVICES WHO  
MADE AGGRESSIVE GROWTH OR  
EXITED BY GROUP**



**PERCENT OF SCHOLARS RECEIVING  
ADSIS MATH SERVICES WHO  
MADE AGGRESSIVE GROWTH OR  
EXITED BY GROUP**



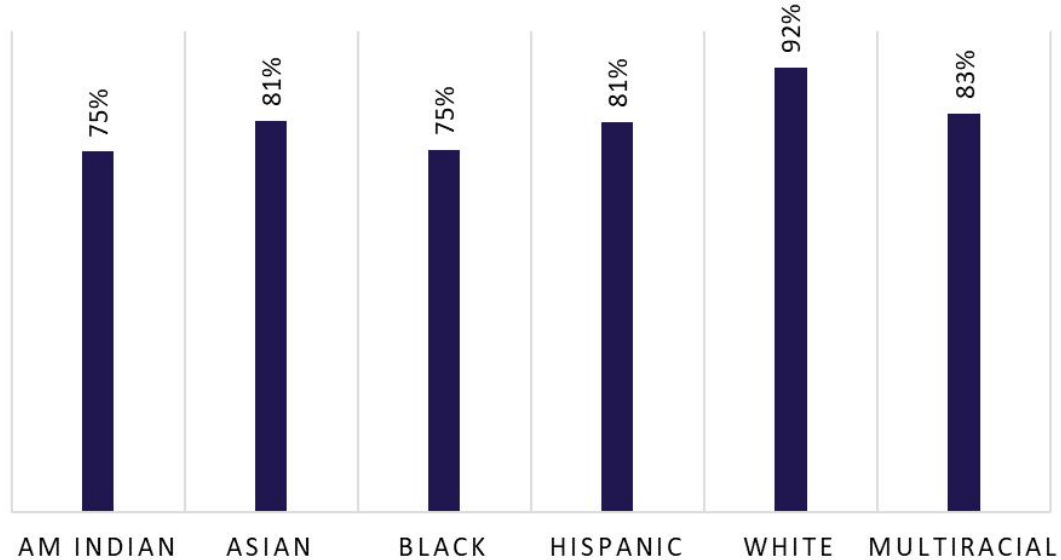
2023 N Sizes	Am Indian	Asian	Black	Hispanic	White	Multiracial
Math	5	85	281	82	62	34 33
Reading	8	104	336	116	133	72

# E5. SEL Curriculum Impact

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
Outcome	<b>E5. SEL Curriculum Impact</b> Median or race/ethnicity groups' percent of students at low risk on the spring assessment who were also assessed in the fall	<b>mySAEBRS Elementary (student assessment)</b>	≤69%	70-74%	75-79%	80-84%	>84%	NA	NA	NA	NA	78%
		<b>mySAEBRS Middle School (student assessment)</b>	≤69%	70-74%	75-79%	80-84%	>84%	NA	NA	NA	NA	79%
		<b>mySAEBRS High School (student assessment)</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		<b>SAEBRS Elementary (teacher assessment)</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

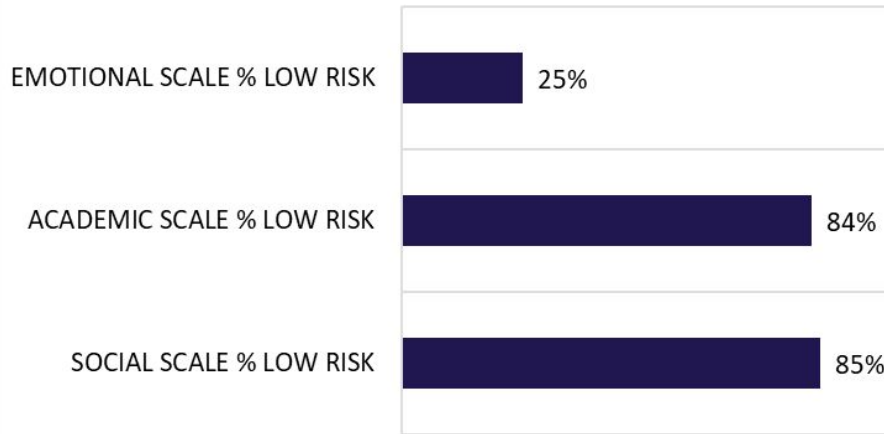
# mySAEBRS Results by Race and Ethnicity

MYSAEBRS LOW RISK RATE



# mySAEBRS Scale Results

## PERCENT LOW RISK RATE BY SCALE



Academic Behavior
I like school
I am ready for class
I get good grades
I have trouble working alone
It's hard to pay attention in class
I participate in class

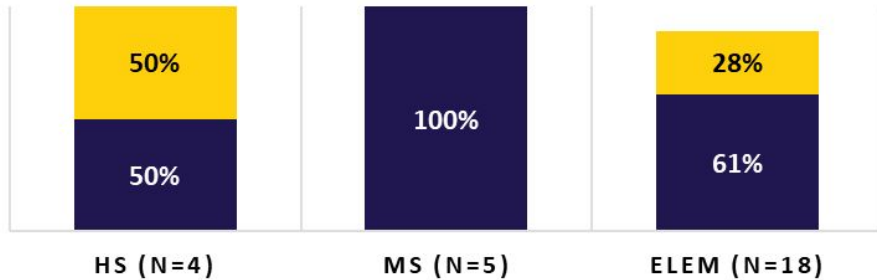
Emotional Behavioral
I feel sad
I feel nervous
I like to try new things
I am happy
I am worried
When something bad happens, it takes me a while to feel better
I like being alone

Social Behavior
I argue with others
I get along with my peers
I lose my temper
I disrupt class
I am respectful
Other people like me
I have trouble waiting my turn

# Beating the Odds

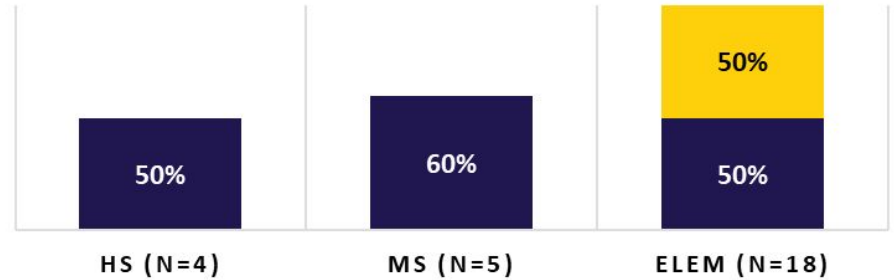
PERCENT OF SCHOOLS MEETING OR EXCEEDING READING PROFICIENCY RATE EXPECTATIONS

■ % Meeting Expectations    ■ % Above Expectations



PERCENT OF SCHOOLS MEETING OR EXCEEDING MATH PROFICIENCY RATE EXPECTATIONS

■ % Meeting Expectations    ■ % Above Expectations



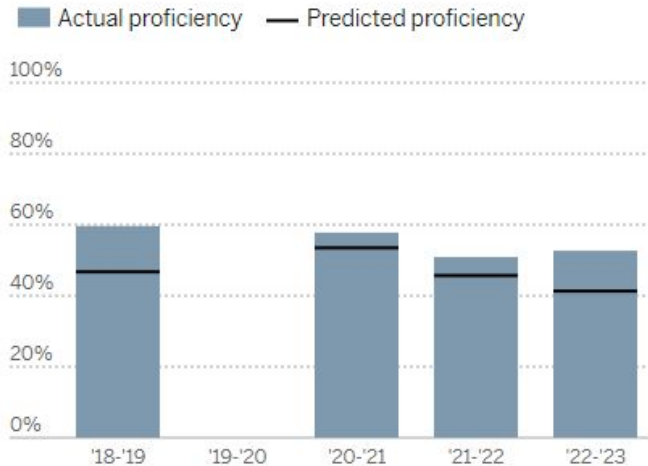
[Nehil, Tom, and Webster, Mary Jo "Which Minnesota Schools are Doing Better Than Expected?" Star Tribune 29 September 2023](#)

# Osseo Senior High

## Reading

### 2022-23 SCHOOL YEAR

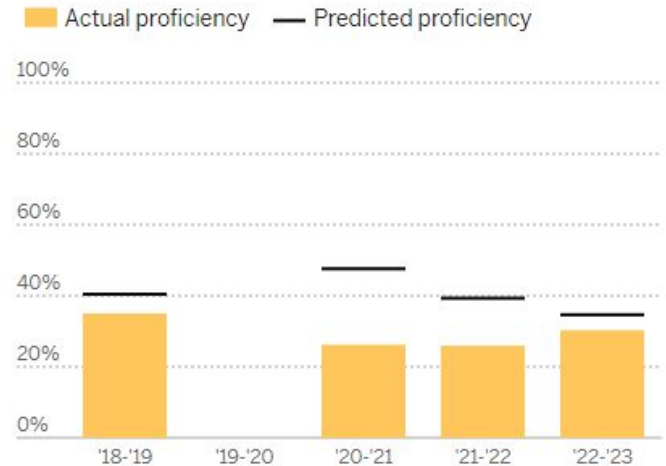
Overall, student proficiency at this school beat the odds for the year; our model predicted a proficiency rate of 41% but the actual proficiency rate was 53%.



## Math

### 2022-23 SCHOOL YEAR

Overall, student proficiency at this school met expectations for the year; our model predicted a proficiency rate of 35% but the actual proficiency rate was 30%.

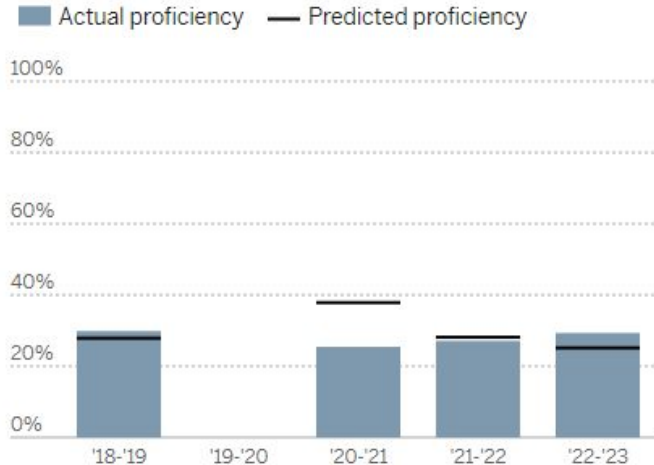


# North View Middle School

## Reading

### 2022-23 SCHOOL YEAR

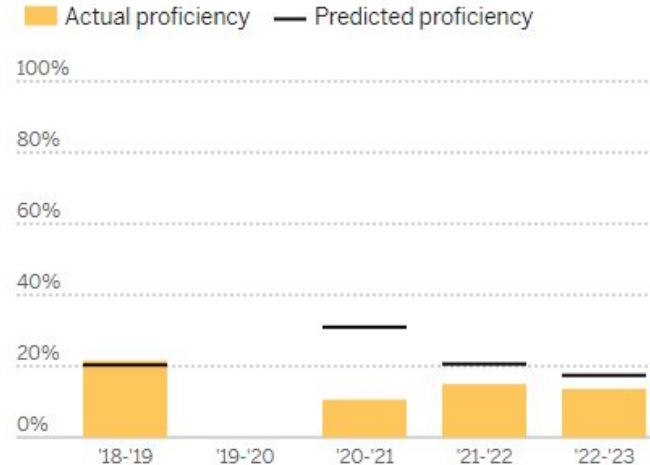
Overall, student proficiency at this school met expectations for the year; our model predicted a proficiency rate of 25% but the actual proficiency rate was 29%.



## Math

### 2022-23 SCHOOL YEAR

Overall, student proficiency at this school met expectations for the year; our model predicted a proficiency rate of 17% but the actual proficiency rate was 14%.

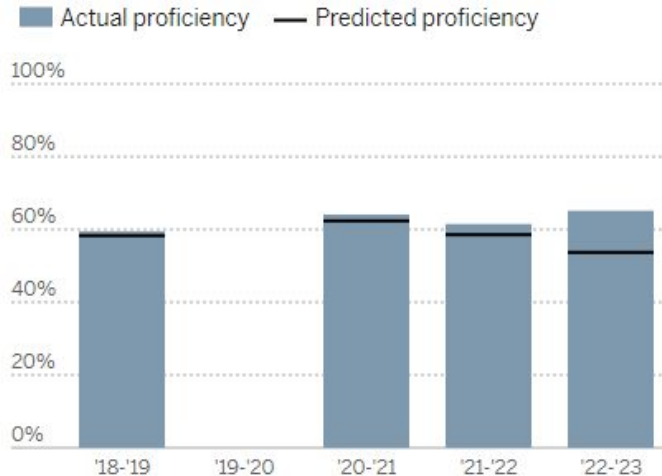


# Cedar Island Elementary

## Reading

### 2022-23 SCHOOL YEAR

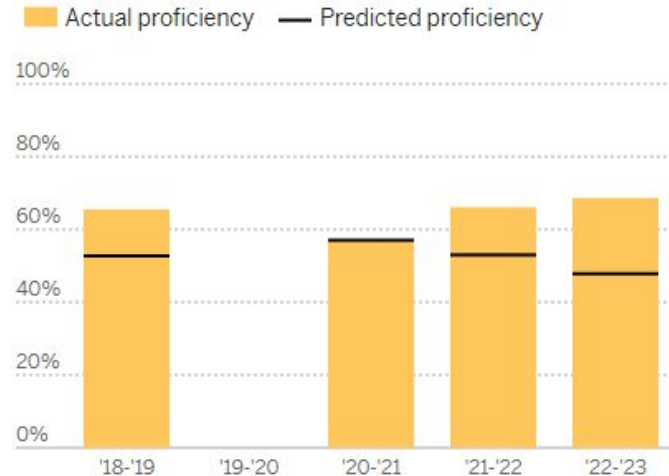
Overall, student proficiency at this school beat the odds for the year; our model predicted a proficiency rate of 54% but the actual proficiency rate was 65%.



## Math

### 2022-23 SCHOOL YEAR

Overall, student proficiency at this school beat the odds for the year; our model predicted a proficiency rate of 48% but the actual proficiency rate was 69%.

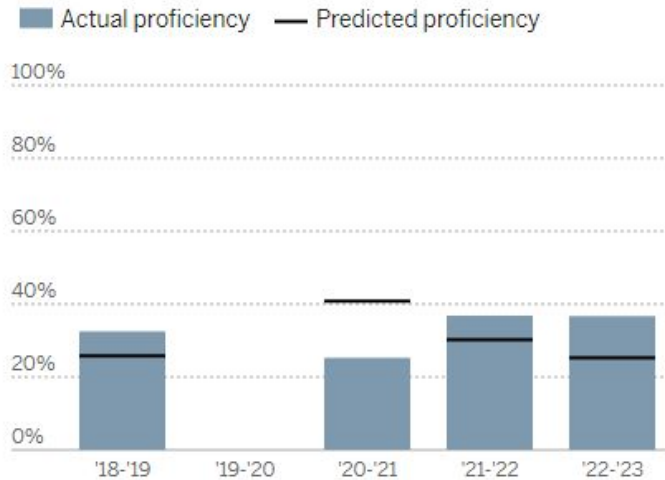


# Fair Oaks Elementary

## Reading

### 2022-23 SCHOOL YEAR

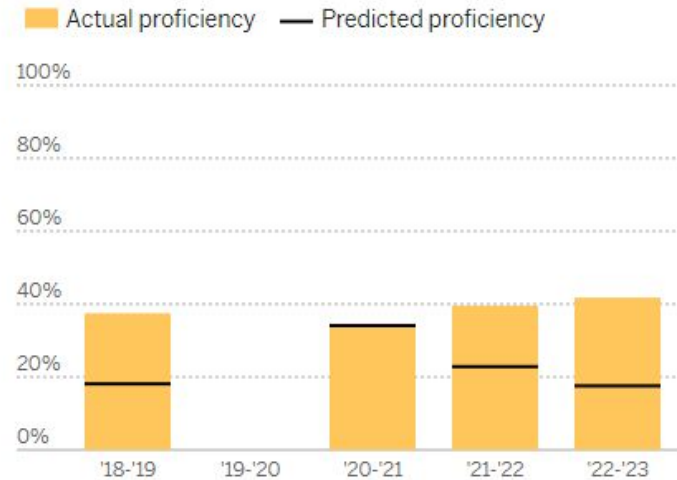
Overall, student proficiency at this school beat the odds for the year; our model predicted a proficiency rate of 25% but the actual proficiency rate was 37%.



## Math

### 2022-23 SCHOOL YEAR

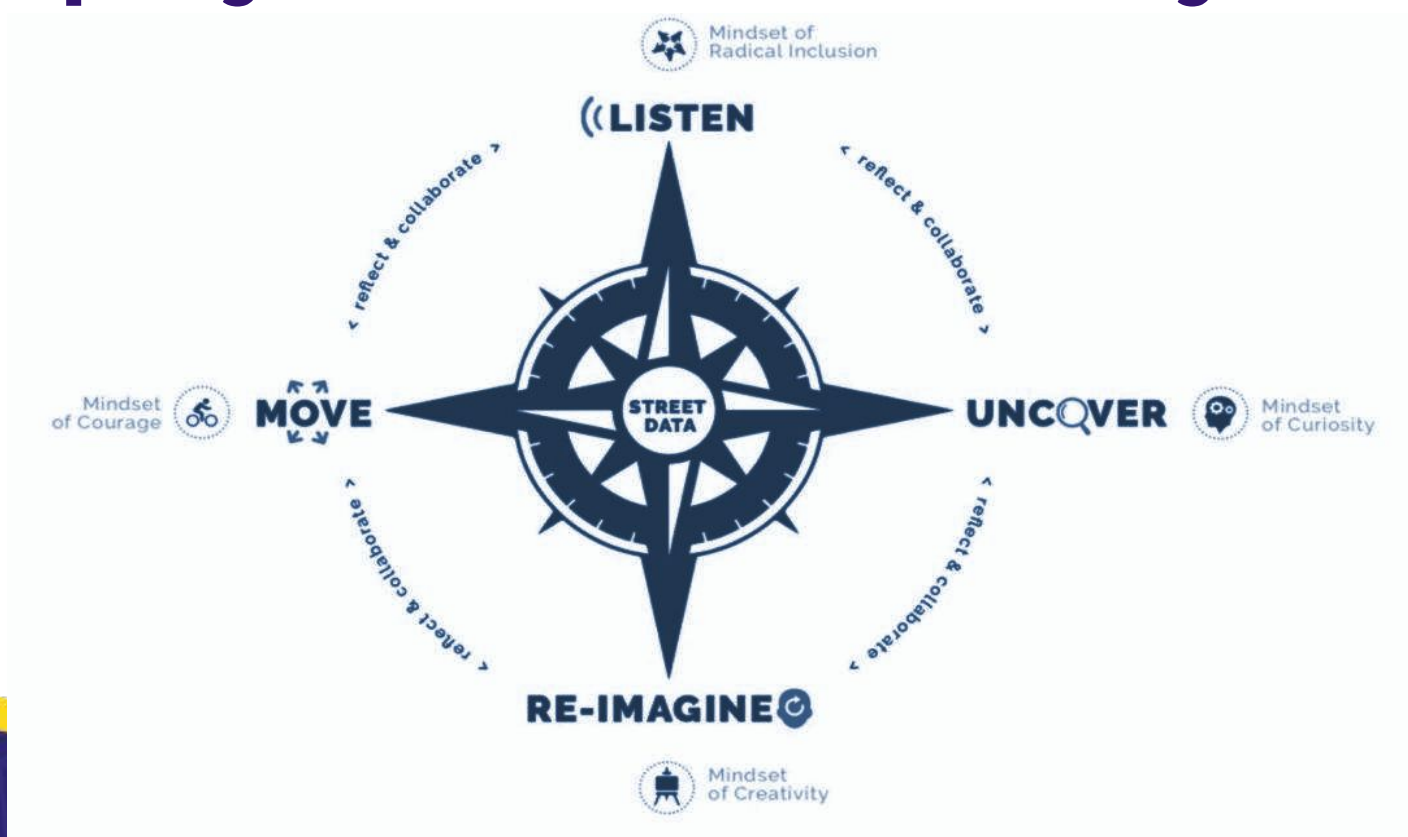
Overall, student proficiency at this school beat the odds for the year; our model predicted a proficiency rate of 18% but the actual proficiency rate was 42%.



# Next Steps

- ▶ Continue to revise and refine data that closely aligns with the Strategic Direction E and high priority initiatives
- ▶ Help sites identify patterns by using map and street data to reduce achievement disparities
- ▶ Supporting sites to learn and apply the Equity Transformation Cycle

# Equity Transformation Cycle



**(E) Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.**

Definition Statement	Mindful Critical Question(s) (MCQs)
An organization committed to continuous improvement is deliberate in its ongoing effort to improve all elements of the organization by monitoring inputs, processes, and outcomes so that the outcomes of its members exceed expectations.	<ul style="list-style-type: none"> <li>How might we implement a regular, consistent process used to evaluate our practices, policies, and people that prioritize scholar confidence, courage, and competence?</li> <li>How do our stated values align with improvement measures and resource allocation?</li> </ul>

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022	2023
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Process	<b>E2. Staff Recruitment and Retention</b> Ensuring That Staff are Representative of Our Scholars' and Families' Identities	% Staff of Color	≤ 9%	10-12%	13-15%	16-18%	>18%	13.4%	13.8%	14.5%	14.9%	16.3%
		% Staff of Color Retained	≤ 79%	80-84%	85-89%	90-94%	> 94%	NA	NA	NA	88%	85%
		Perception Question	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	63%	68%
Outcome	<b>E3. Achievement of State Standards (K-11)</b> Percent of Students Proficient or Making Progress or Growth	MCA Reading Proficiency (Median of Race/Eth groups)	≤ 28%	29-34%	35-40%	41-46%	>46%	48%	NA	NA	38%	36%
		MCA Math Proficiency (Median of Race/Eth groups)	≤ 20%	21-26%	27-32%	33-38%	>38%	45%	NA	NA	28%	32%
		MCA Reading Progress (Median maintained or improved)	≤ 50%	51-55%	56-60%	61-65%	>65%	66%	NA	NA	60%	52%
		MCA Math Progress	≤ 36%	37-44%	45-52%	53-60%	>60%	57%	NA	NA	50%	46%

		(Median maintained or improved)										
		ACCESS for ELs Progress Index (ELP)	≤ 45	46-50	51-55	56-60	>60	64	NA	NA	53	50
		FastBridge aReading Growth (Median making typical growth)	≤ 35%	36-44%	45-53%	54-62%	<62%	NA	NA	52%	46%	45%
		FastBridge aMath Growth (Median making typical growth)	≤ 35%	36-45%	46-55%	56-65%	<65%	NA	NA	57%	51%	45%
Outcome	<b>E4. Intervention Impact</b> Average effectiveness (> avg growth or exit) of Interventions for assessed students	ADSIS Reading	≤ 35%	36-50%	51-65%	66-80%	>80%	NA	NA	NA	53%	53%
		ADSIS Math	≤ 25%	26-35%	36-45%	46-55%	>55%	NA	NA	NA	41%	36%
Outcome	<b>E5. SEL Curriculum Impact</b> Median or race/ethnicity groups' percent of students at low risk on the spring assessment who were also assessed in the fall	mySAEBERS Elementary (student assessment)	≤ 69%	70-74%	75-79%	80-84%	>84%	NA	NA	NA	NA	78%
		mySAEBERS Middle School (student assessment)	≤ 69%	70-74%	75-79%	80-84%	>84%	NA	NA	NA	NA	79%
		mySAEBERS High School (student assessment)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		SAEBRS Elementary (teacher assessment)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**Monitoring Report**  
**Strategic Plan Implementation**

**Date:** October 10, 2023

**Authors:** Jenna Johnshoy-Aarestad, Coordinator of Data and Assessment  
 Tom Watkins, Coordinator of Data and Assessment  
 Gao Thor, Data Analyst  
 Robin Gunsolus, Director of Learning & Achievement

**Topic:** Vision Card Review

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

- provide information on comparison data for the High Priority Initiatives for Strategic Direction E; and,
- show alignment of the operational plan to the vision card data collection.

**Strategic Direction E.** Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.

Strategic Direction/Goal	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, developing evaluation metrics</i>
<i>E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.</i>	<ul style="list-style-type: none"> <li>● Instructional Leadership Academy (ILA) - Phase 2</li> <li>● Department Vision Cards</li> </ul>	<ul style="list-style-type: none"> <li>● District Vision Cards</li> <li>● Instructional Leadership Academy (ILA)</li> <li>● Principal Support Academy (PSA)</li> <li>● Online enrollment - Year 3</li> <li>● Recruitment and Retention Strategies -                             <ul style="list-style-type: none"> <li>○ Workforce Shortage</li> <li>○ Diversification</li> </ul> </li> </ul>

**Background:**

Vision Cards serve as critical data points toward the realization of the desired daily experience for students, staff and families.

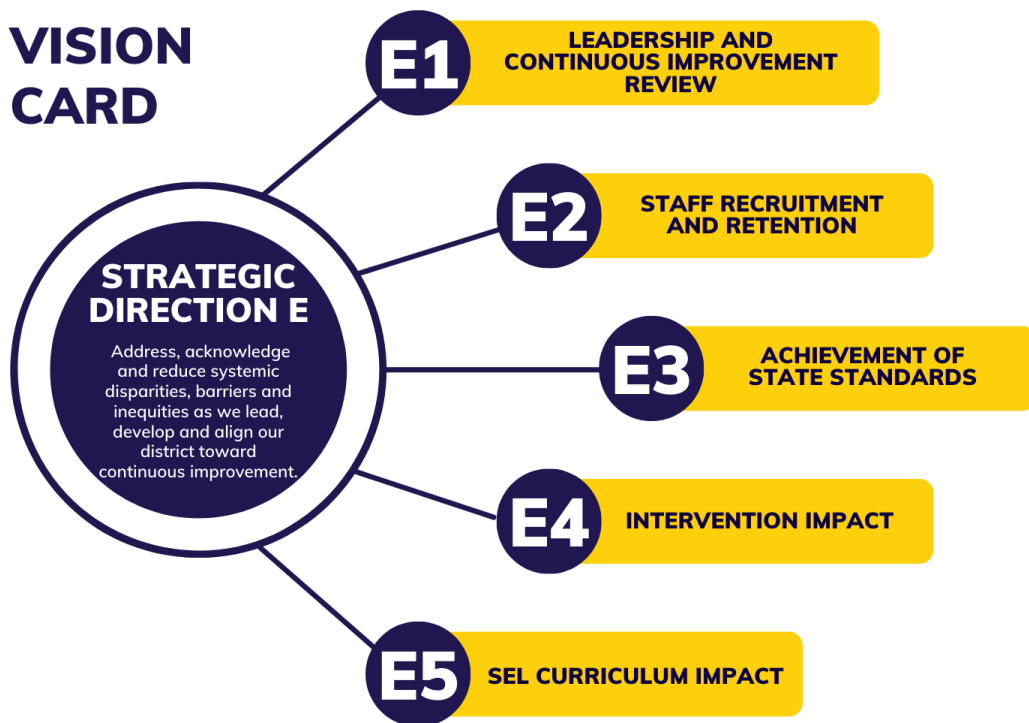
Vision Cards measure the district’s success in achieving the strategic directions. Administrators create Vision Cards and the board provides guidance through the Strategic Roadmap. Vision Cards provide the data to support and assess progress toward the narrative vision outlined in the Strategic Roadmap.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

**Definition Statement:** An organization committed to continuous improvement is deliberate in its ongoing effort to improve all elements of the organization by monitoring inputs, processes, and outcomes so that the outcomes of its members exceed expectations.

The data that was collected for Vision Card E is very high level data or “satellite data”. This data can be used to measure the district’s progress towards achieving the Strategic Directions, but lacks the specificity required to transform instruction or make decisions on programming as the data may vary greatly across the sites, grade levels and even classrooms.

This baseline data is:

- aligned to Three Year Operational Plans
- aligned to Vision Cards
- aligned to Action Cards



### Vision Card E:

#### **E1. Leadership and Continuous Improvement Review**

Shared leadership and decision-making structures are present at multiple levels of the district and are organized to ensure participation of diverse stakeholders. There is an expressed and demonstrated focus on addressing systemic inequities.

The Learning Work Initiatives in the District Three Year Operational Plan for 2023-24 that are most closely aligned to E1 is the application of the research and evidence-based practices from the Instructional Leadership

Academy and the Principal Support Academy. For the 2023-24 school year we will pilot a redesigned professional development framework for all of our Learning Leaders across the district. Implementation work from Indicator E1 includes the following: district Vision Cards, online enrollment, recruitment and retention efforts.

Indicator E1 is a process indicator, focused on staff actions and implementation to influence student outcomes. The data used to measure the first indicator came from the Equimetrics Survey which provides a quick and meaningful assessment of how the district currently rates in the areas of Diversity, Equity, Inclusion and Cultural Competency. This Equimetrics survey was administered to staff across the system in May and June of 2023. Of the total non-casual staff receiving email invitations (3,049), nearly half (48.5%) completed the survey (1,478 responses). For each question, staff chose responses ranging from 1 to 10, with 7-10 indicating Agree or Strongly Agree and 1-6 indicating Neutral, Disagree or Strongly Disagree. For this indicator on Card E, two scales (groups of questions) were used from the survey: Alignment and Leadership. Although the Equity scale was reported as part of Card E last year, this scale has since been moved to Card A. The percentage of staff that answered agree or strongly agree was averaged across the questions in each area.

The questions from each scale are listed below along with the averages for each individual question.

Scales and Questions	Agree or Strongly Agree	
	May 2022	May 2023
<b>Alignment</b>	<b>62.0</b>	<b>67.1</b>
25. In my organization, resources are dedicated to improving Diversity, Equity, Inclusion, and Cultural Competency.	60.8	65.3
26. In my organization, I am encouraged to pursue initiatives to support Diversity, Equity, Inclusion, and Cultural Competency.	63.1	68.9
<b>Leadership</b>	<b>61.9</b>	<b>66.2</b>
18. Leaders in my organization are authentic in how they value individual differences.	58.7	61.0
19. Leaders in my organization understand the positive impact of having a diverse and inclusive workforce.	64.7	70.1
20. Our leaders take ownership of creating and supporting a diverse and inclusive workplace.	58.7	62.2
21. Leaders in my work group include team members, regardless of background.	65.5	71.4

With an increase of four or more percent agreeing or strongly disagreeing on each scale, indicator E1 has improved from the “Baseline” performance level to the “Progress” performance level (see Vision Card table). There was an increase of three percent or more on each question on each scale as well.

## E2. Staff Recruitment and Retention

Ensuring That Staff are Representative of Our Scholars’ and Families’ Identities

E2 is also a process indicator. In order to capture progress on ensuring staff are representative of scholars and families, the proportion of staff of color is reported. During the 2022-23 school year 16.3% of staff identified as a person of color. This was up from 13.8% in 2020.

### 2013-2023 Staff of Color Demographics

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Licensed % of color</b>	4.62%	5.22%	5.39%	5.61%	5.68%	6.99%	7.96%	8.30%	9.31%	9.34%	9.88%
<b>Non-Licensed % of color</b>	8.81%	8.91%	11.44%	13.80%	15.45%	17.11%	18.11%	18.82%	19.11%	20.41%	23.23%
<b>Administrators % of color</b>	13.53%	15.91%	17.27%	24.49%	26.14%	23.49%	28.30%	28.32%	28.65%	28.98%	30.00%
<b>Total % of color</b>	7.03%	7.37%	8.62%	10.16%	11.39%	12.25%	13.43%	13.79%	14.52%	14.94%	16.34%

The following table provides the percentage of staff of color who were employed during the 21-22 school year and continued employment, or were retained, throughout the 2022-23 school year, which was 85% overall:

### 2023 Staff Retention Rate

School year	2023
Licensed % of color	93.90%
Non – Licensed % of color	79.21%
Administrators % of color	90.74%
Total Staff of color	85.31%

The table below reports the percent of newly hired staff of color in each of the past 11 years. Within the “Non-Licensed % of Color” and “Administrators % of color” staff groups, there was an increase from 2019.

### 2013-2023 New Hire Demographics

School year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Licensed % of color	12.05%	11.32%	9.93%	9.42%	8.75%	14.48%	14.38%	13.48%	16.03%	13.04%	12.85%
Non-Licensed % of color	14.29%	16.44%	25.60%	29.46%	36.84%	34.62%	40.64%	43.26%	34.75%	38.16%	43.01%
Administrators % of color	0.00%	30.77%	25.00%	41.18%	63.64%	10.71%	40.00%	50.00%	60.00%	58.82%	68.75%
	288	318	360	413	410	381	360	327	301	385	467

For comparison, the percent of our scholars of color has ranged from 59% to 63% over the past five years.

### 2019-2023 Scholars of Color Enrollment

	2019	2020	2021	2022	2023
Scholars % of color	58.98%	59.18%	59.83%	61.98%	62.83%

An additional data point that we have included for this indicator is a question from the Equimetrix survey where 68% of staff respondents stated that they agreed or strongly agreed that the district is seeking diversity in their hiring practices. This was a five percent increase from 2022.

### E3. Achievement of State Standards (K-11)

Percent of Students Proficient or Making Progress or Growth

The Learning Work Initiatives in the District Three Year Operational Plan for 2023-24 that are most closely aligned to E3 are researching best practices for high quality core instruction and system wide MTSS Programming. Also aligned to E3 is the *Program Improvement Process* that is taking place in a variety of subject areas.

Goals for these metrics were determined by analyzing the results of nine comparison districts. To summarize, the top of the goal range was selected based on the comparison district with the highest rate for each metric and the bottom of the goal range was selected based on the comparison district with the lowest rate for each metric. The comparison schools were chosen based on similar size and demographics to Osseo Area Schools.

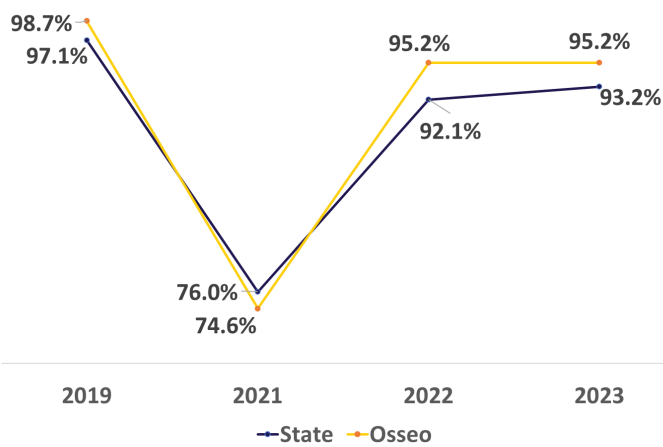
There were seven metrics selected as the best indicators of success in terms of meeting grade level standards and demonstrating gap-closing growth. These are MCA proficiency in reading and math, MCA progress in reading and math, ACCESS for ELs progress, and FastBridge aReading and aMath Growth.

Due to the COVID-19 pandemic, each metric in this section does not have data for the 2019-20 school year. Additionally, the Minnesota Department of Education (MDE) did not use the 2020-21 results for accountability purposes so that year is also listed as not available (NA).

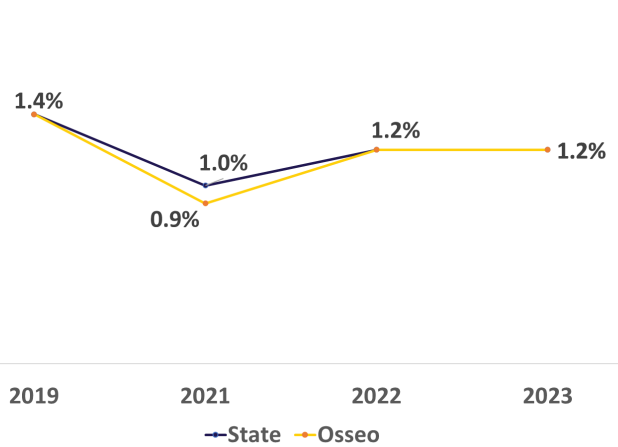
Minnesota Comprehensive Assessment (MCA) proficiency is defined as students meeting or exceeding state standards on respective MCA subject tests (reading, math, or science). It should be noted that students had to be enrolled in the district by October 1 to be counted in the proficiency rate.

Spring statewide accountability test participation on the MCA and the Minnesota Test of Academic Skills (MTAS) is summarized in the following tables.

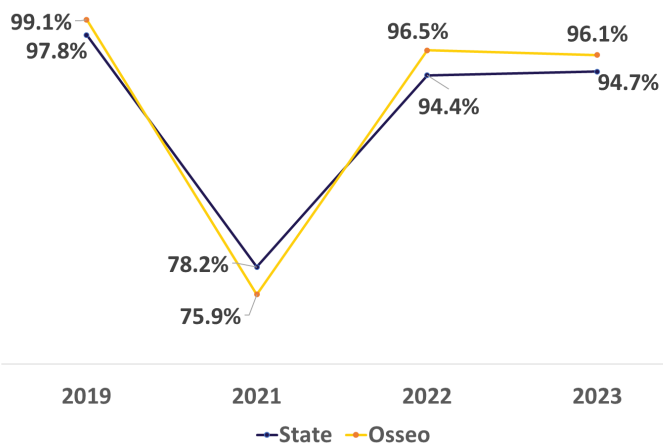
**Percent Tested on MCA or MTAS Math**



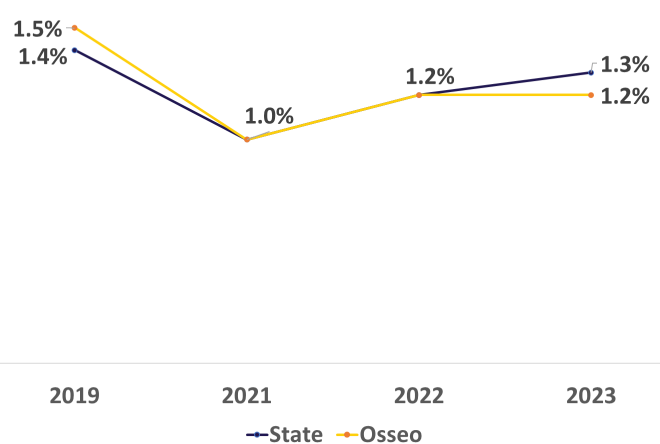
**Percent Tested on MTAS Math**



**Percent Tested on MCA or MTAS Reading**



**Percent Tested on MTAS Reading**



In terms of overall test participation (students taking either the MCA or the MTAS), Osseo met the goal of 95% tested and had slightly higher participation than the state in 2019, 2022 and 2023 for both math and reading. Osseo also had slightly lower participation than the state in 2021 when there were many more opt-outs than usual due to the pandemic. MDE did not report test participation in 2020 because so few students were tested

due to the pandemic. The MTAS is the alternate assessment aligned with state standards designed for students receiving special education services. The North Star Accountability process managed by the Minnesota Department of Education seeks to have no more than 1% of students participating in the MTAS statewide. Osseo’s statewide MTAS participation rate was comparable to the statewide average in each of these four years.

The MCA achievement levels, in ascending order of achievement are: “Does Not Meet the Standards”, “Partially Meets the Standards,” “Meets Standards” and “Exceeds Standards.” The table below contains the 2023 MCA & MTAS achievement and progress results by student group. These results are provided by MDE as part of their annual North Star Accountability reporting. Achievement refers to the percentage of students proficient (meeting or exceeding state standards). Progress refers to the percent of students who either: (a) maintained their achievement level from 2022 to 2023 at the “Partially Meets the Standards” level or higher, or (b) improved their achievement level from 2022 to 2023.

2023 Group	Math Achievement		Reading Achievement		Math Progress		Reading Progress	
	# Students	% Proficient	# Students	% Proficient	# Students	% Maintaining or Progressing	# Students	% Maintaining or Progressing
All Students	10025	40.2	10138	47.1	6530	52.4	6557	58.9
Am. Ind	218	31.2	226	34.1	143	40.6	143	43.4
Asian	1540	33.2	1571	38.6	1032	52.0	1033	57.7
Hispanic	955	22.4	977	32.3	616	33.8	621	45.9
Black	2547	18.6	2609	30.9	1598	33.9	1604	46.3
White	4084	60.6	4059	64.7	2690	68.4	2704	69.9
Multiracial	675	42.5	692	50.0	447	53.7	448	62.9
ML/EL	1727	19.2	1725	23.7	1208	32.7	1213	43.4
Spec Ed	1761	26.6	1773	28.3	1120	35.4	1125	39.2
F/RP Meals	4743	21.3	4850	30.7	3057	36.5	3072	47.1

Overall, the results in the table above indicate higher levels of achievement and progress in reading than in math. White students had the highest achievement and progress in both subjects. Black students had the lowest achievement in math. Multilingual/English Learners had the lowest achievement in reading. Multilingual/English Learners had the lowest math progress, and students receiving special education services had the lowest reading progress.

*For the vision card metric the median of all race and ethnicity groups is reported. This is to mitigate the effect of large student groups on overall results. The proficiency rates among small student populations become invisible when aggregated at the overall district level.* The median MCA reading proficiency rate for the 2022-23 school year was 36% districtwide. This was a 2 percent reduction from the 2021-22 school year. The median MCA math proficiency rate was 32%, which was a 4 percent increase from the 2021-22 school year.

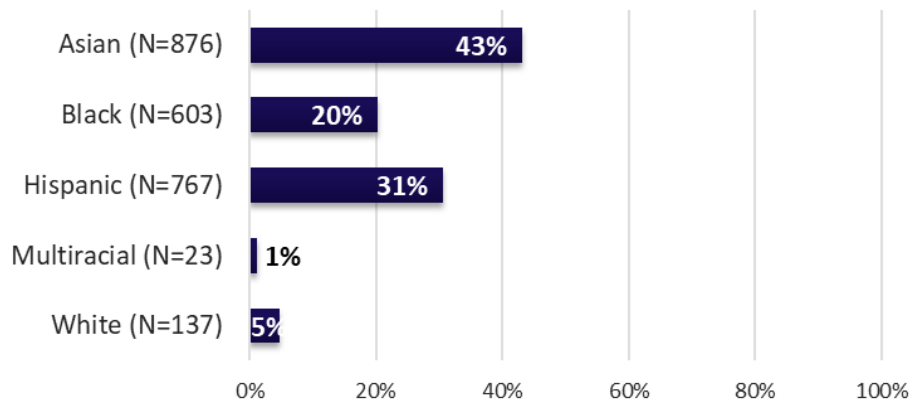
The MCA progress metrics show the median percentage, among scholar race and ethnicity groups, that have maintained or improved their achievement level (does not meet, partially meets, meets, exceeds) from the previous school year. The MCA Reading Progress metric moved from 60% in 2022 to 52% in 2023, an 8% decrease, which places this metric at the level of “concern”. The MCA Math Progress metric saw a 4% decrease moving from 50% in 2022 to 46% in 2023. This metric continues to be in the baseline range.

The ACCESS for ELs assessment measures proficiency and growth toward proficiency of scholars learning English. The progress indicator reported on in this vision card (ELP) shows the average amount of progress English learners made towards their growth targets over the previous year. For example, an average progress

rate of 75 would mean that English learners, on average, made it 75 percent of the way to their targets (MDE Report Card). In Osseo Area Schools, scholars receiving EL services made it 50% of the way to their targets. This was a 3% reduction from the 2022 school year (53% to 50%). This change in percentage places this metric into the range of concern.

The chart below shows the percent of students who met their ELP goal for the 2022-23 school year by race and ethnicity. The American Indian and Pacific Islander groups were too small to report having fewer than 5 students in each group. Students who identify as Asian had the highest rate of meeting their progress target at 43%.

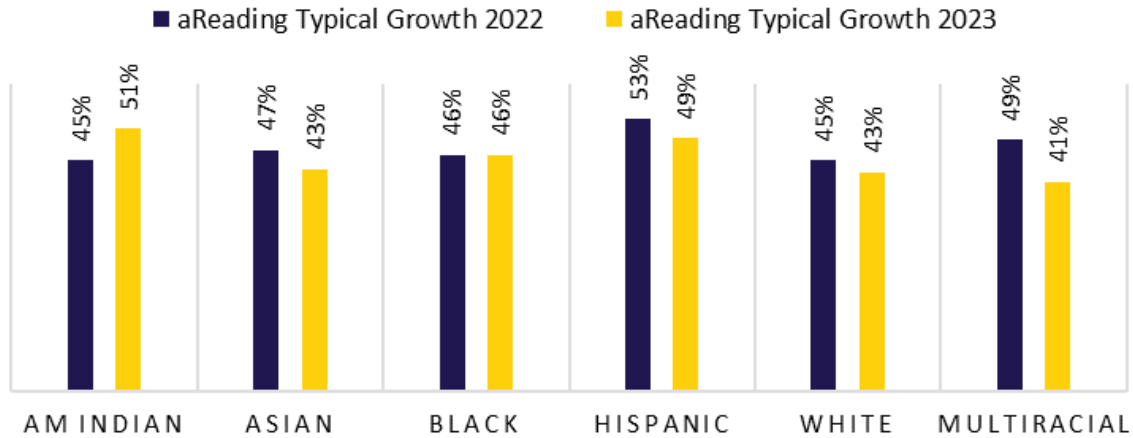
### PERCENT OF STUDENTS MEETING THEIR ELP TARGETS BY GROUP



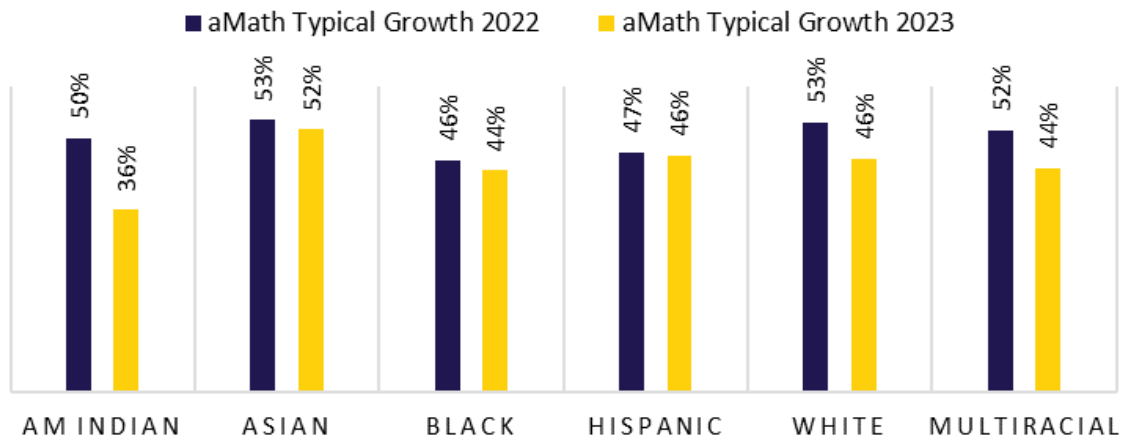
Scholars in grades 2-9 are assessed on the FastBridge aMath and aReading assessments during the fall, winter, and spring. Two benefits of assessing scholars three times a year is the ability to monitor student proficiency throughout the year, and determine growth from the beginning to the end of the school year. Growth data is based on national norms, where growth at the 50th percentile is considered typical, or one year's worth of growth. These metrics show the percentage of students who made typical or better growth. Again, to ensure more equitable representation of groups, the median percentage of racial and ethnicity groups are reported. For the 2022-23 school year, the median typical growth from fall to spring on the aReading assessment was 45%, a 1% decrease from the previous school year and within the baseline range. In the same school year, 45% of scholars made median typical growth from fall to spring on the aMath assessment. This was a 6% decrease from the previous year and places this metric in the range of concern. In the table below we can see the

Scholars in grades 2-9 are assessed on the FastBridge aMath and aReading assessments during the fall, winter, and spring.

## PERCENT OF SCHOLARS WHO MADE TYPICAL GROWTH BY GROUP IN READING



## PERCENT OF SCHOLARS WHO MADE TYPICAL GROWTH BY GROUP IN MATH

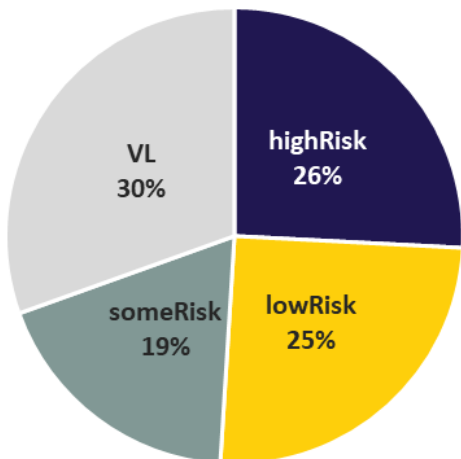


2023 N Sizes	Am Ind	Asian	Black	Hispanic	White	Multiracial	EL	SPED
Math	39	1626	2429	1013	4059	862	1247	1335
Reading	43	1720	2499	1036	4358	906	1269	1348

The fall assessment window for aReading and aMath took place in September. From the results subject-specific

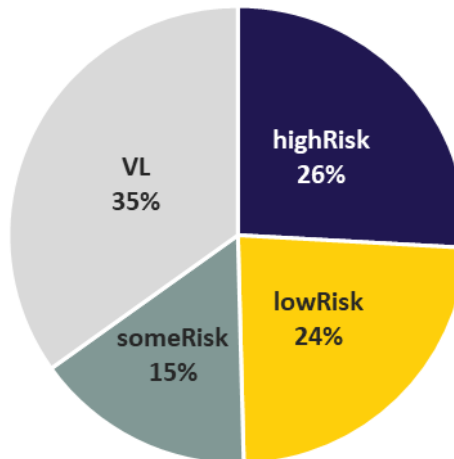
risk levels can be determined. These FastBridge assessments generate four risk categories: very low risk, low risk, some risk, and high risk. Scholars are considered “on track” for being proficient in grade level state standards by the end of school year if they are in the very low or low risk categories. Below are the rates of risk resulting from the 23-24 fall aReading and aMath assessments.

### 23-24 FALL aREADING RISK LEVELS



N size= 15,725

### 23-24 FALL aMATH RISK LEVELS



N size= 15,132

#### E4. Intervention Impact

Average effectiveness (> avg growth or exit) of Interventions for assessed students.

The Learning Work Initiative in the District Three Year Operational Plan for 2022-23 that is most closely aligned to E4 is system wide MTSS Programming.

The two interventions we are able to report on at this time are ADSIS Reading and ADSIS Math. ADSIS is a state funded program designed to provide scholars with additional academic or behavioral support with the goal of reducing inappropriate referrals for special education services. This is accomplished by providing proactive instructional support early to struggling scholars. Osseo Area Schools are funded in the areas of reading and math.

Goals for the ADSIS metrics were determined by analyzing the school level results (with an n size 20 or more) within district 279. These school level results were used to determine the upper and lower boundaries for the goal ranges.

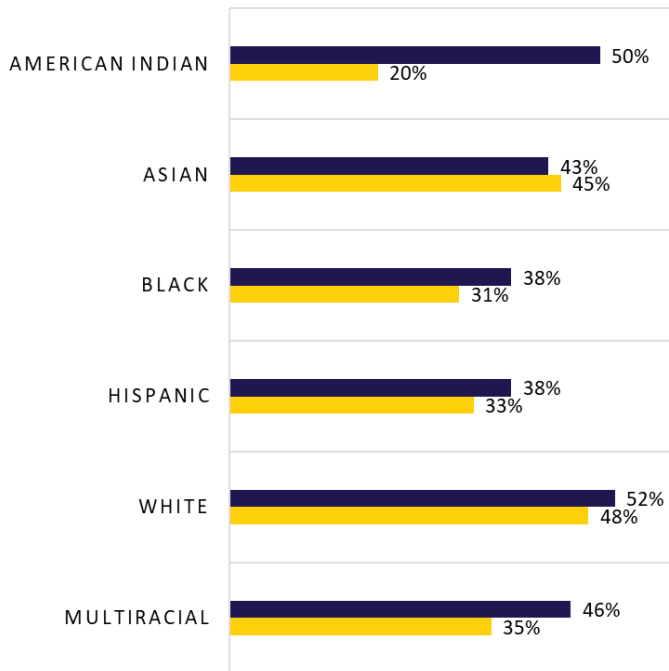
Because the 2021-22 school year was the first year of implementation of ADSIS, we have two years of data represented in the vision card. Other years have “NA” or not applicable reported. Of the students who participated in ADSIS Reading during the 2022-23 school year (n=769), 53% made aggressive growth or exited the intervention. Typical growth is considered approximately one year of growth. Students in intervention need to make better than typical growth in order to close the achievement gap and master grade level standards. Therefore, this metric only includes those that reached grade level standard or made gap-closing growth.

The ADSIS Math intervention results include students who received ADSIS Math services during the 2022-23 school year (n=549). Of the students who participated and were assessed, 36% made aggressive growth or exited. In the charts below, we can see that these data are segmented by demographic groups and the

number of students in each group during the 22-23 school year.

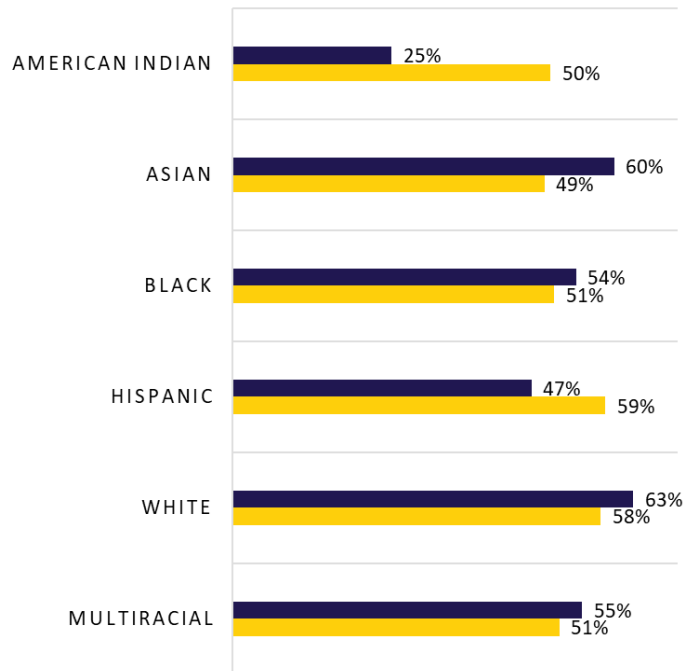
**PERCENT OF SCHOLARS RECEIVING ADSIS MATH SERVICES WHO MADE AGGRESSIVE GROWTH OR EXITED BY GROUP**

■ Math 21-22 Agg Growth or Exited  
 ■ Math 22-23 Agg Growth or Exited



**PERCENT OF SCHOLARS RECEIVING ADSIS READING SERVICES WHO MADE AGGRESSIVE GROWTH OR EXITED BY GROUP**

■ Reading 21-22 Agg Growth or Exited  
 ■ Reading 22-23 Agg Growth or Exited

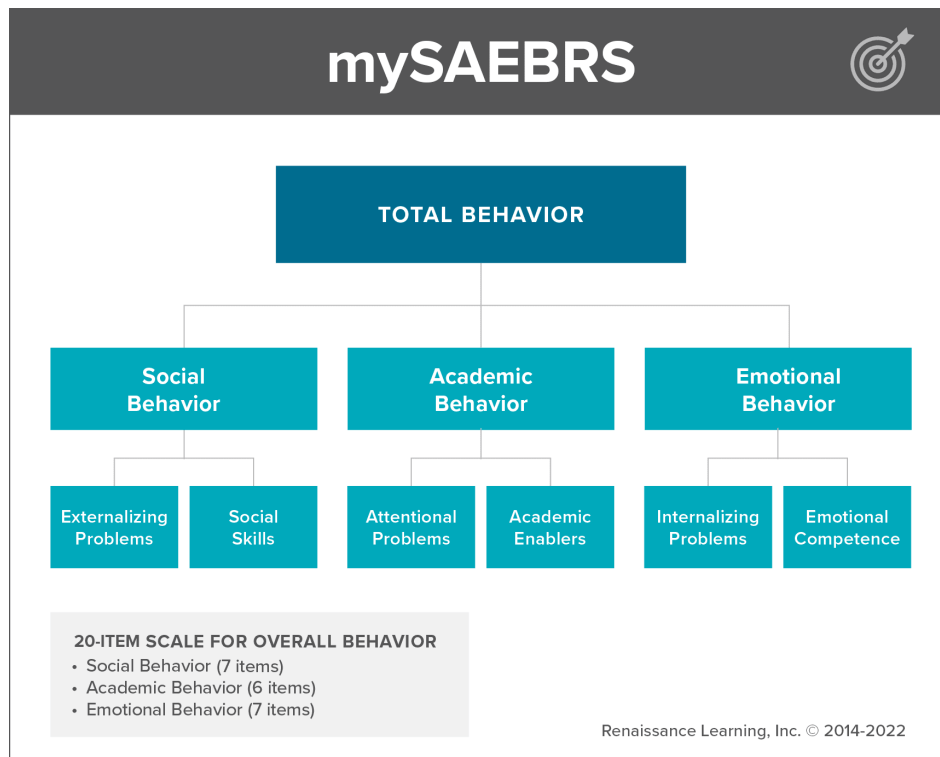


2023 N Sizes	Am Ind	Asian	Black	Hispanic	White	Multiracial
Math ■	5	85	281	82	62	34
Reading ■	8	104	336	116	133	72

**E5. SEL Curriculum Impact**

A new metric for the 2022-23 school year centers the impact of the recently adopted SEL curriculum at both the elementary and secondary levels. The adopted curriculum at the elementary level is Harmony SEL and Character Strong at the secondary level.

The measure used to evaluate the impact of the SEL curriculum is the Social, Academic, and Emotional Behavior Risk Screener (mySAEBRS and SAEBRS), which are both assessments within the FastBridge platform. On the mySAEBRS assessment students in grades 2-12 complete scales about their social, academic, and emotional behaviors. According to FastBridge, "It is grounded in a conceptual model which states that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains." The three scales are interrelated with the CASEL framework core competencies.



**Social Behavior Domain (7 items)**

Students’ ability to understand social norms, empathize, and understand the perspectives of others..

**Academic Behavior Domain (6 items)**

Skills necessary for students to be prepared for, participate in, and benefit from academic instruction.

**Emotional Behavior Domain (7 items)**

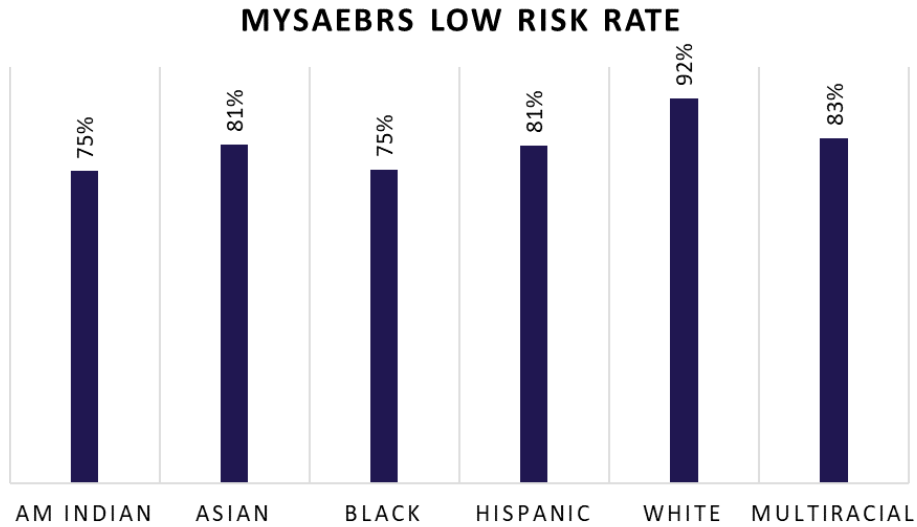
Students’ ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

On the SAEBRS assessment teachers of kindergarten and first grade students complete the scales about their students' social (6 items), academic (6 items), and emotional behaviors (7 items).

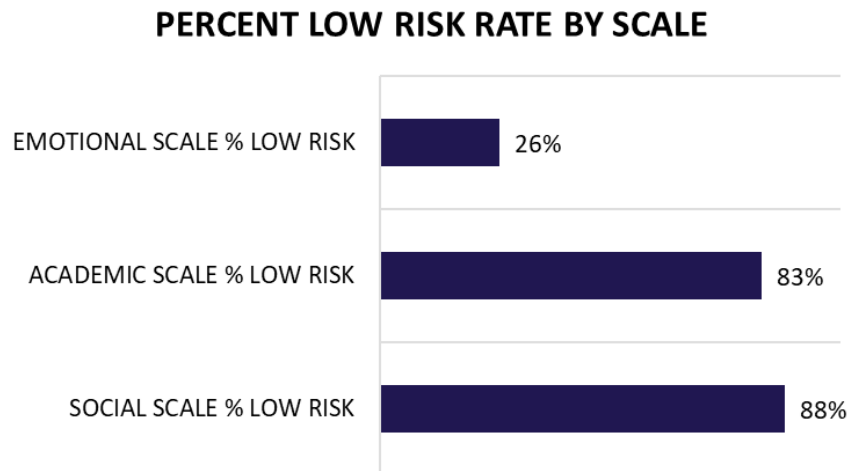
Both the mySAEBRS and SAEBRS assessments are administered at least two times per year, in the fall and spring. Sites can optionally administer the assessments during the winter window as well. For more information about assessment items and scale information [click here](#).

The 2023-24 school year is the first year all students in grades K-12 will be required to take one form of the screener. However, there were many schools who were administering the screeners in previous years. The 2022-23 school year is being used as a baseline year as approximately 2250 students completed the mySAEBRS assessment during the spring assessment window. The metric for the vision card uses the median rate of low risk across racial and ethnic groups as assessed on the spring assessment for students who were also assessed in the fall. This is a large enough sample to use as baseline data and a basis for goal setting.

This data is reported on the Vision Card by level (elementary, middle, and high) but combined on the charts below. This measurement was selected as having both a fall and spring score ensures the students had the benefit of a full year of SEL curriculum. The baseline percentage, from the 2022-23 school year, of students at low risk was 81%. Goal setting was based on the range of low risk rates across schools. Below is a chart showing low risk rate for students assessed in the spring who also had a fall score. The two lowest rates were among American Indian and Black students at 75% at low risk, and the highest rate was among white students at 92%.



In the chart below, the scale rates of students at low risk are depicted. Both the academic and social scales are relatively high at 84% and 85%, respectively. The emotional scale in comparison shows that only 25% of students are at low risk. Click here for more information about scale [benchmarks](#).



Below are the following questions included in the emotional scale (response options - Never, Sometimes, Often, Always):

- I feel sad.
- I feel nervous.
- I like to try new things.
- I am happy.
- I am worried.
- When something bad happens, it takes me a while to feel better.
- I like being alone.

**Next Steps:**

This year we are piloting tier 2 interventions (e.g. Character Strong Tier II) for behavior and social emotional learning support. We will be carefully tracking the progress of students receiving these interventions and be able to use this information in future Vision Card E reports. We also continue to revise and refine data that is aligned to Vision Card E. As we work with sites, we help identify patterns that lead us to look more closely at systems and structures that create barriers and inequities in order to reduce systemic disparities.



## Proposed Resolution Submission Form

**Full name** Tanya Simons

**Title/Position:** Board Member

**Phone number** 612-991-4329

**Email address** SimonsT@district279.org

**Full name of School District and District Number** Osseo Area Schools ISD279

- This resolution is submitted by an individual school board member.
- This resolution is submitted pending the support of the School Board.
- This resolution is submitted with the support of the School Board.

**BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the Legislature to take):**

Ensure school districts, their staff and partners in school safety and security have clear guidelines for when and how they intervene to de-escalate conflicts between students and others; and protect students and others from harm. We call on the legislature to amend sections of Minnesota State Statute to improve definitions and guidelines related to the use of force and to resolve dual and conflicting standards for first responders.

**DESCRIBE THE PROBLEM:**

When a crisis or altercation occurs within schools, teachers, staff and first responders, including school resource officers serving the school district, are the first to respond. Conflicts between students during the school day, or others at district sporting events and activities are common, and occasionally these conflicts escalate into violence that harms others or causes damage to property.

In 2023, the Minnesota Legislature amended Minnesota Statute sections 121A.58 and 121A.582 to prohibit use of force necessary to restrain students for any reason except a vague exclusion to prevent *imminent* bodily harm or death of the student or another. In their new current form, law enforcement agencies have communicated that these laws are now generating a high level of confusion around how and when to respond to threats to students, staff and building safety. In addition, the new current form of Minnesota Statute 121A.582 conflicts with Minnesota Statute 609.06, the comprehensive regulation of reasonable use of force by all persons, including specific subdivisions for law enforcement officers, teachers, and others.

As a result of the language in Minnesota Statute sections 121A.58 and 121A.582, law enforcement agencies have suspended their school resource officer programs and withdrawn school resource officers from all Osseo Area Schools and from districts across the state.

**EXPLAIN WHY THIS IS A PROBLEM:**

In the 2021-22 school year, the Minnesota Department of Education reported the following number of incidents across the state.

- Assaults = 4,045
- Fights = 11,536
- Physical Contacts = 5,323
- Threats/Intimidation = 3,793
- Involving Weapons = 1,528

Under these conditions, school districts, their staff and those who they partner with to provide security need applicable legislative codes to be clear and subject to minimal interpretation as they exercise their judgement and professional training.

**PROVIDE SUPPORTING DOCUMENTATION:**

Minnesota Statutes:

- [Sec. 121A.58](#)
- [Sec. 121A.582](#)
- [Sec. 609.06](#)

Minnesota House Research report on [School Resource Officers \(SROs\) \(mn.gov\)](#)

Minnesota Department of Education discipline data: [Data Reports and Analytics \(mn.gov\)](#)

**For MSBA Staff Use Only:**

**Date Received:** Click or tap to enter a date.

**File Name:** Click or tap here to enter text.

**Recommendation:** Choose an item.

**Present Policies:** Click or tap here to enter text.

# OSSEO AREA SCHOOLS



## **Draft** 1 Yr Board Calendar

Revised September 27, 2023

### **Self-Governance**

Board member learning opportunities:

- MSBA phase training
- MSBA Leadership Conference
- AMSD Conference

Items to be defined, related to self-governance:

- Consider board structures, processes and workflow review
- Affiliation and training with MAP Center

### **Possibilities for Public Engagement**

- Listening sessions (based on topics of interest)
- Board site visits with superintendent
- Public awareness of board work and the communication to community from the board (as a whole)
- Consider having Board Action Update on social media/newsletters (check with Kay) after board meetings
- Staff Town Hall
- Visibility across the district & community (add specific events and activities)
- Define public engagement – boundaries between governance and management
- Open mic – engage administration and board
- Strategic public engagement forums with large district initiatives (where does committee work fit?)

**Osseo Area Schools**

**Proposed Board of Education July-December 2023 Agenda/Calendar**

	July	August	September	October	November	December
<b>District Policy</b>				<ul style="list-style-type: none"> <li>● <b>Policy Committee Mtg</b> (10/10/2023) Edinbrook</li> <li>-Policy changes from legislative session</li> <li>-Policy review cycle implementation</li> </ul>	<p>Check board interest on policies for review</p> <p>Policy review through lens of equity, per strategic plan</p>	<ul style="list-style-type: none"> <li>● <b>Policy Committee Mtg</b> (12/5/2023)</li> <li>-Book policy review</li> </ul>
<b>Op Over-sight</b>	<p><b>Regular Meeting</b> (7/25/23)</p> <ul style="list-style-type: none"> <li>● Superintendent’s Report</li> <li>● Gifts to the district</li> </ul>	<p><b>Work Session</b> (8/15/23)</p> <ul style="list-style-type: none"> <li>● LGBTQIA+ resolution update</li> <li>● School Board 1-year through 3-year Governance Work Plans</li> <li>● Strategic Priorities</li> </ul> <p><b>Regular Mtg</b> (8/29/23)</p> <ul style="list-style-type: none"> <li>● Superintendent’s Report</li> <li>● Non-public contracts for Student Services</li> <li>● LTFM Board Approval</li> <li>● Joint Powers Agreement with City of Brooklyn Park (bond referendum election)</li> <li>● Negotiation Strat Mtg (closed)</li> <li>● ESP, Kidstop, and RN/LPN contract approval</li> </ul>	<p><b>Work Session</b> (9/12/23)</p> <ul style="list-style-type: none"> <li>● <del>2022-2023 District Stakeholder Survey Results</del></li> <li>● Legislative Updates</li> <li>● CAREI district audit findings</li> <li>● Process for selecting books</li> <li>● Committees, roles and responsibilities</li> </ul> <p><b>Regular Mtg</b> (9/26/23)</p> <ul style="list-style-type: none"> <li>● Introduction of Student Board Representatives</li> <li>● Superintendent’s Report</li> <li>● Public Comment Bond Referendum</li> <li>● Preliminary Levy</li> <li>● Preliminary FY 2023 Financial Report</li> <li>● General Liability Insurance Renewal</li> <li>● AESP Contract ratifications</li> <li>● Negotiation Strat Mtg (closed)</li> </ul>	<p><b>Work Session</b> (10/10/23) (at Edinbrook)</p> <ul style="list-style-type: none"> <li>● Monitoring Report: Strategic Direction E Initiatives</li> <li>● Spotlight on the Enrollment Center</li> </ul> <p><b>Regular Mtg</b> (10/24/23)</p> <ul style="list-style-type: none"> <li>● Student Board Representatives Report</li> <li>● Superintendent’s Report</li> <li>● Students Connecting Tjrough International Service</li> <li>● Monitoring Report: Strategic Direction E Initiatives</li> <li>● Contract ratifications</li> <li>● Lobbyist contract approval</li> <li>● Negotiation Strategies Meeting (closed session)</li> </ul>	<p><b>Special Mtg – Election Canvassing</b> (11/14/23) followed by</p> <p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>● World’s Best Workforce Results</li> <li>● LRFM Budget Parameters</li> <li>● LTFM Update</li> </ul> <p><b>Regular Mtg</b> (11/21/23)</p> <ul style="list-style-type: none"> <li>● Student Board Representatives Report</li> <li>● Superintendent’s Report</li> <li>● FY23 Financial Audit Results presentation by MMKR</li> <li>● Building a Better Future referendum results and communication plan summary</li> <li>● Contract ratifications</li> <li>● Negotiation Strategies Meeting (closed session)</li> </ul>	<p><b>Work Session</b> (12/5/23)</p> <ul style="list-style-type: none"> <li>● Legislative Platform</li> <li>● Monitoring Report: Strategic Direction D Initiatives</li> <li>● Enrollment Update</li> </ul> <p><b>Regular Mtg</b> (12/12/23)</p> <ul style="list-style-type: none"> <li>● Student Board Representatives Report</li> <li>● Superintendent’s Report</li> <li>● Monitoring Report: Strategic Direction D Initiatives</li> <li>● Legislative Platform</li> <li>● Final Levy/Truth in Taxation</li> <li>● Contract ratifications</li> <li>● Negotiation Strategies Meeting (closed session)</li> </ul>
<b>Board Gov./ Self Gov.</b>	<ul style="list-style-type: none"> <li>● Board PD Session</li> <li>● Cabinet PD Session (on the calendar for 1/16/24)</li> </ul>	<p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>	<p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> <li>● Board PD Session TBD</li> </ul>	<p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>	<p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>	<p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>● Standing item: Board calendar review (15 min)</li> </ul>
<b>Sup Relations</b>			Establish individual board member meetings process (frequency TBD)	Develop superintendent evaluation/goal setting process		
<b>Public Engage-ment</b>		<ul style="list-style-type: none"> <li>● Community informational meeting on safety and risk management</li> </ul>	<ul style="list-style-type: none"> <li>● Community informational meetings on referendum</li> </ul>	<ul style="list-style-type: none"> <li>● Community informational meeting on referendum</li> </ul>		

**Osseo Area Schools**

**DRAFT Proposed Board of Education January-June 2024 Agenda/Calendar**

	January	February	March	April	May	June
<b>District Policy</b>			<ul style="list-style-type: none"> <li>Policy Committee Meeting (3/12/24)</li> </ul>			<ul style="list-style-type: none"> <li>Policy Committee Meeting (6/11/24)</li> </ul>
<b>Op Oversight</b>	<p><b>Organizational Meeting (1/9/24)</b></p> <ul style="list-style-type: none"> <li>Election of board officers</li> <li>Board compensation</li> <li>Consent agenda (business, legal)</li> <li>Committee and Joint Board representatives</li> <li>Informational Items: Operating Protocols – Resolution and Agenda Setting</li> </ul> <p>followed by</p> <p><b>Work Session</b></p> <ul style="list-style-type: none"> <li>Equity and Inclusion professional development</li> </ul> <p><b>Professional Development (1/16/2024)</b> Board &amp; Cabinet</p> <ul style="list-style-type: none"> <li>Restorative Session</li> <li>Listening Leader Book</li> </ul> <p><b>Regular Mtg (1/23/2024)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (2/6/24)</b></p> <ul style="list-style-type: none"> <li>Concurrence with AIPEC/AI Budget Review</li> <li>Monitoring Report C</li> <li>LRFP Budget Update</li> <li>FY 2024 Mid-Year Budget Update</li> </ul> <p><b>Regular Mtg (2/20/24)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>Monitoring Report C</li> <li>FY24 Budget Adjustments</li> <li>FY24 Capital Budget Approval</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (3/12/24)</b></p> <ul style="list-style-type: none"> <li>Board Self-evaluation process</li> </ul> <p><b>Regular Mtg (3/19/24)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>Technology bid awards</li> <li>E-rate bid awards</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (4/9/24)</b></p> <ul style="list-style-type: none"> <li>Monitoring report B</li> </ul> <p><b>Regular Mtg (4/23/24)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>Monitoring Report B</li> <li>District Planning Advisory Council (DPAC) Recommendations</li> <li>Insurance renewals</li> <li>ECMAC Recommendations</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (5/7/24)</b></p> <ul style="list-style-type: none"> <li>George Floyd/RISE Update</li> <li>Board self-evaluation report and recommendations</li> </ul> <p><b>Regular Mtg (5/21/24)</b></p> <ul style="list-style-type: none"> <li>Retiree recognition</li> <li>Student board rep recognition</li> <li>Termination of probationary teachers</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (6/11/24)</b></p> <ul style="list-style-type: none"> <li>2024-25 Budget</li> <li>Legislative Update (WS/IO)</li> <li>10-Year LTFM Plan (RM/IO)</li> <li>Meeting (SM/closed session)</li> <li>Monitoring Report A</li> </ul> <p><b>Regular Mtg (6/25/24)</b></p> <ul style="list-style-type: none"> <li>2024-25 Budget</li> <li>10-year LTFM Plan</li> <li>Monitoring Report A</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (closed session)</li> </ul>
<b>Board Gov./ Self Gov.</b>	<ul style="list-style-type: none"> <li>Election of board officers/annual meeting (AR)</li> </ul>		<ul style="list-style-type: none"> <li>Discussion of Board self-eval process- WS</li> </ul>	School board complete self-evaluation process		
<b>Sup Relations</b>	<ul style="list-style-type: none"> <li>Mid-year Sup evaluation check-in (SM/Closed session, informal)</li> </ul>	<ul style="list-style-type: none"> <li>Supt. Report BIPoC Advisory Committee</li> <li>Supt. Report: Partnerships-Community &amp; Govt Agencies</li> </ul>	Supt Report: SRO Advisory Committee			School board conduct superintendent evaluation; report out (summary) at July meeting
<b>Public Engagement</b>	<ul style="list-style-type: none"> <li>Monitoring Report D: Family &amp; Comm Eng. measurable outcome rubric (Vision Card) (WS &amp; RM/IO)</li> </ul>					