

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 7, 2025 6:30 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 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](http://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
2. 6:35 p.m. Check in  
Dr. Kim Hiel, Superintendent
3. 6:35-7:05 p.m. Enrollment Update 2  
John Morstad, Executive Director of Finance and Operations
4. 7:05-7:35 p.m. Draft Vision Card Update 23  
Dr. Bryan Bass, Assistant Superintendent of Equity and Achievement
5. 7:35-8:15 p.m. Repurpose Site Update 47  
Kay Vilella, Executive Director of Community Relations; John Morstad, Executive Director of Finance and Operations; Brian Siverson-Hall, Executive Director of Community Engagement
6. 8:15-8:30 p.m. Board meeting calendar review 67  
Dr. Kim Hiel, Superintendent
7. 8:30 p.m. Adjournment

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

OSSEO AREA SCHOOLS

ISD  279

# Enrollment Trends and Five-Year Enrollment Projections

*Presented by John Morstad*

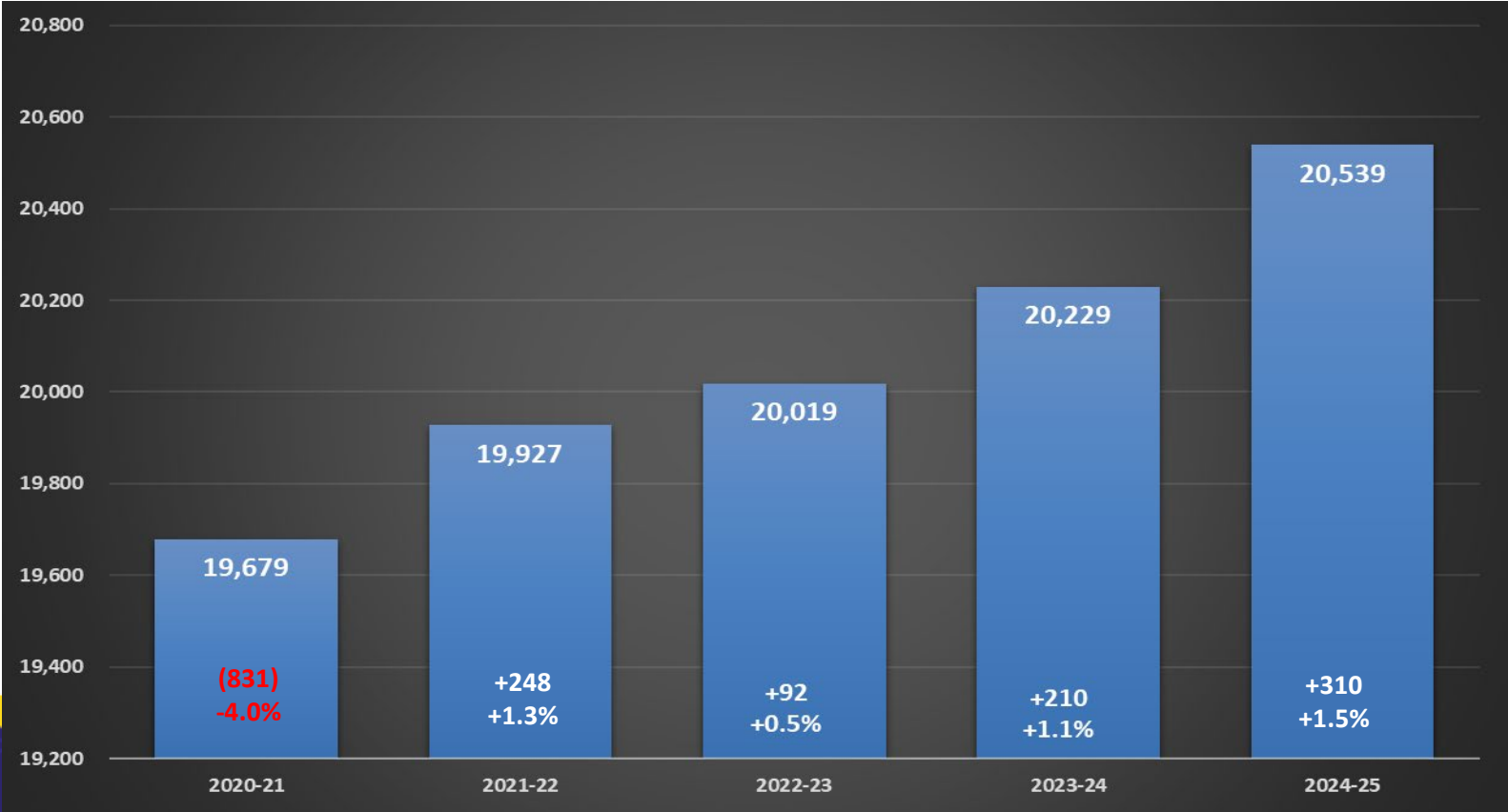
*Executive Director of Finance and Operations*

*School Board Work Session, January 7, 2025*

## Purpose:

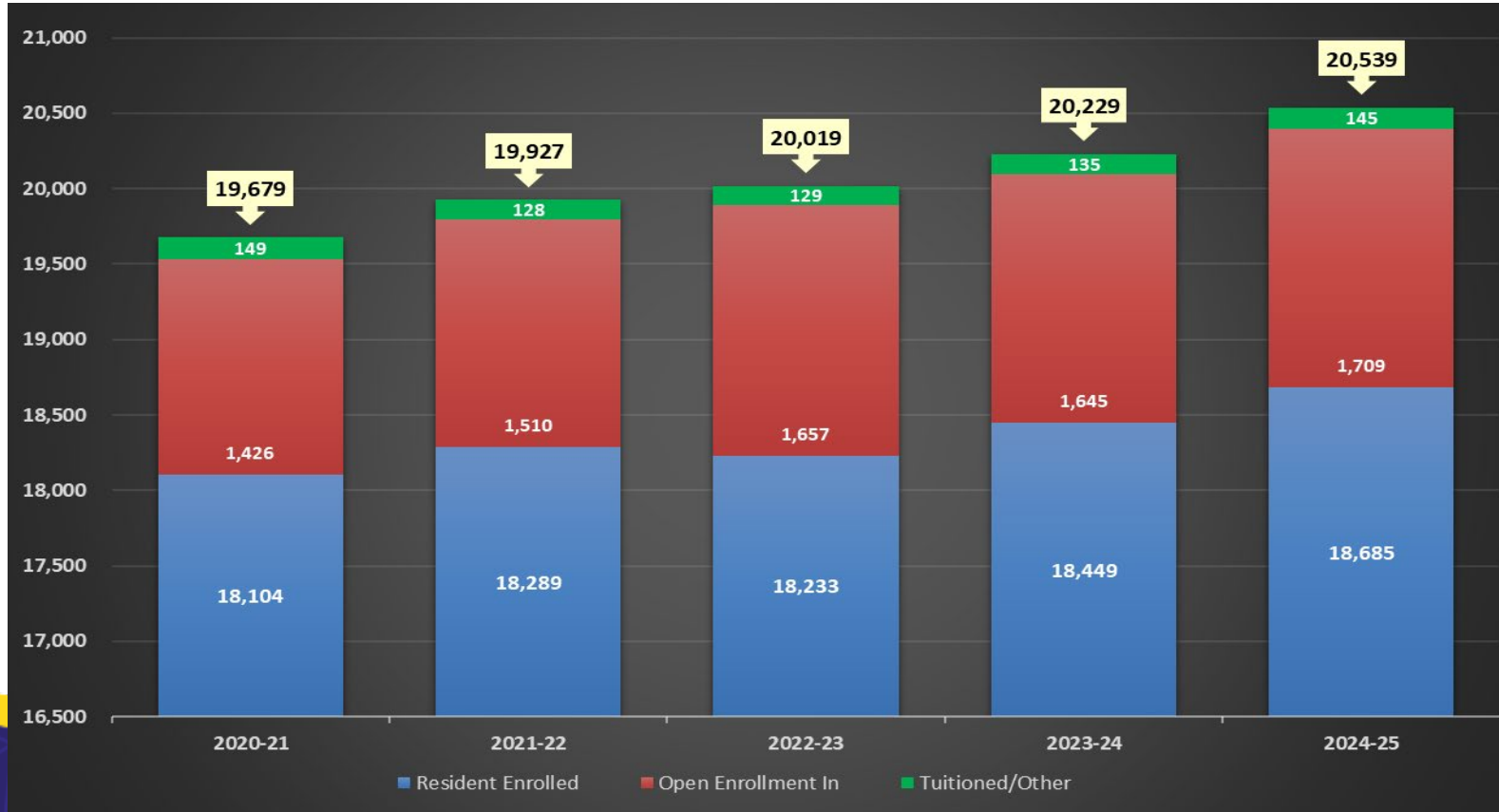
Provide an overview of enrollment trends used in making 5-year enrollment projections.

# Total Enrollment Trend

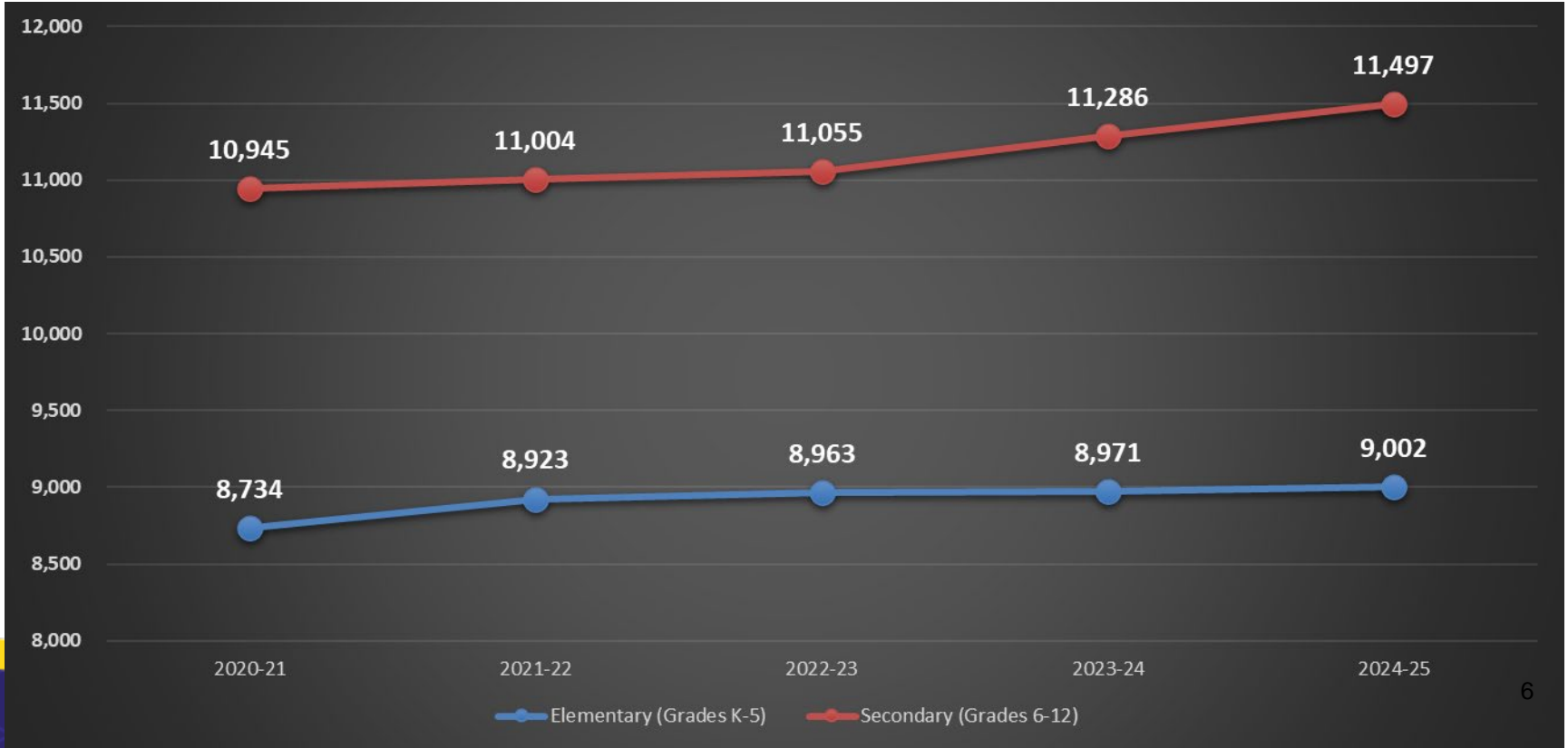


Source: MARSS year-end data for previous years; internal InfoSys Nov. 1 data for current year

# Enrollment Categories



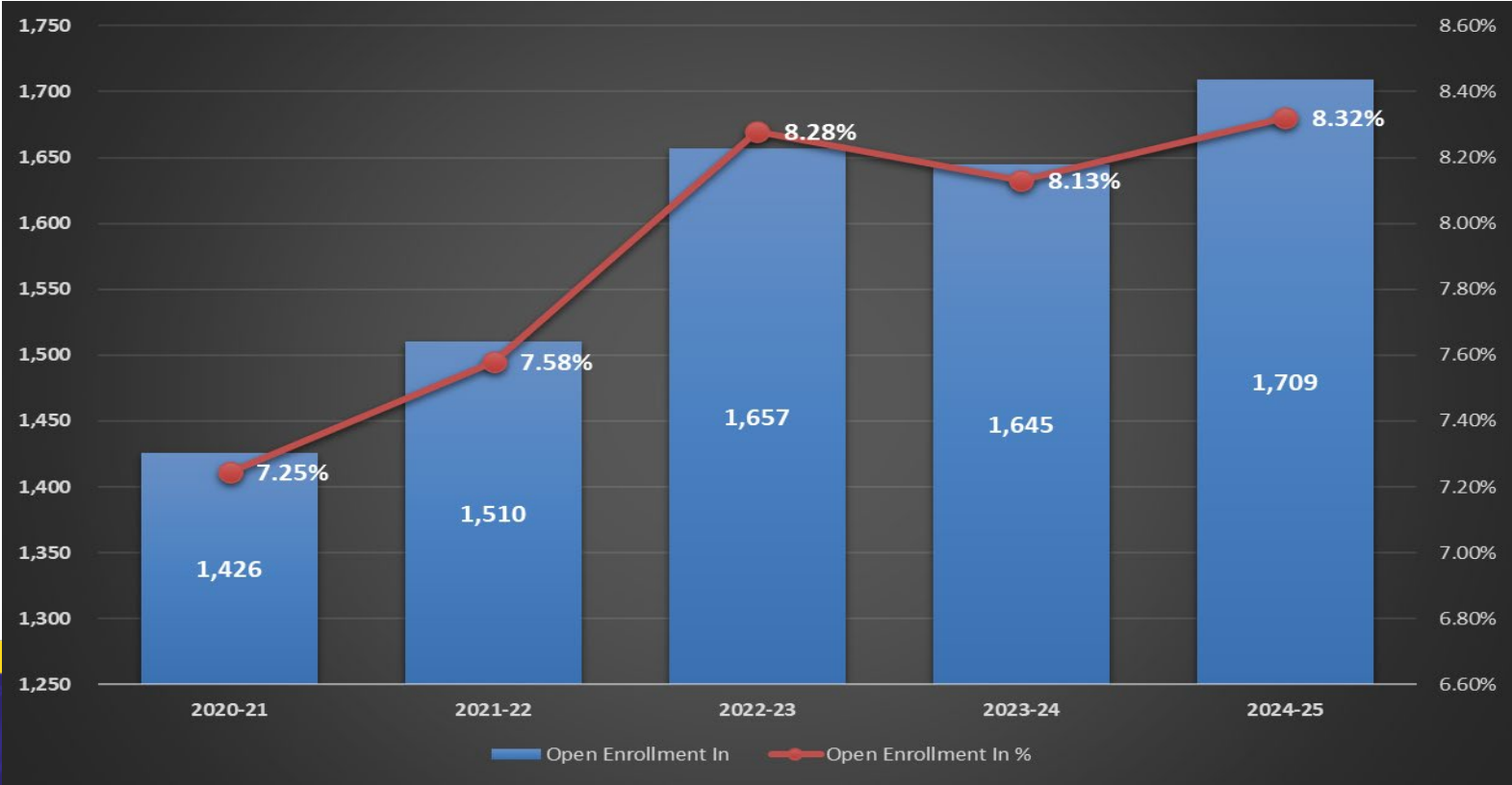
# K-12 Enrollment Trends (historical)



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

# Non-Resident Enrollment History

as a % of total enrollment



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

### Osseo Area Schools - Grade and Site Enrollment Estimates

School Name	Current Year Projection (FY 2025)														FY 2024 Actual	One-Year Change	
	K	1	2	3	4	5	6	7	8	9	10	11	12	FY 2025 Projection			
<b>City of Brooklyn Center</b>																	
Garden City	52	57	49	49	54	49								310	325	(15)	-4.62%
<b>City of Brooklyn Park</b>																	
Birch Grove	60	68	75	81	80	79								443	430	13	3.02%
Crest View	38	36	38	31	37	34								214	224	(10)	-4.46%
Edinbrook	106	103	97	115	98	114								633	664	(31)	-4.67%
Fair Oaks	53	53	60	64	57	61								348	363	(15)	-4.13%
Palmer Lake	74	67	74	78	68	77								438	459	(21)	-4.58%
Park Brook	42	40	53	57	44	51								287	284	3	1.06%
Woodland	104	103	105	117	98	104								631	648	(17)	-2.62%
Zanewood	57	52	50	44	49	54								306	303	3	0.99%
<b>City of Maple Grove</b>																	
<b>NEW ELEMENTARY</b>	0	0	0	0	0	0								0	0	0	#DIV/0!
Basswood	137	135	153	147	134	146								852	854	(2)	-0.23%
Cedar Island	80	88	77	82	93	78								498	480	18	3.75%
Elm Creek	87	95	97	88	96	83								546	520	26	5.00%
Fernbrook	147	167	167	159	156	165								961	931	30	3.22%
Oak View	76	71	87	79	87	82								482	477	5	1.05%
Rush Creek	116	105	130	142	132	136								761	740	21	2.84%
Rice Lake	98	105	100	92	110	110								615	624	(9)	-1.44%
Weaver Lake	96	104	110	109	120	116								655	649	6	0.92%
<b>Elementary School Total</b>	<b>1,423</b>	<b>1,449</b>	<b>1,522</b>	<b>1,534</b>	<b>1,513</b>	<b>1,539</b>								<b>8,980</b>	<b>8,975</b>	<b>5</b>	<b>0.06%</b>
<b>City of Brooklyn Park</b>																	
Brooklyn Middle							328	324	285					937	944	(7)	-0.74%
North View Middle							186	177	154					517	480	37	7.71%
Park Center Senior										510	520	527	446	2,003	1,931	72	3.73%
<b>City of Maple Grove</b>																	
Maple Grove Middle							554	532	544					1,630	1,580	50	3.16%
Maple Grove Senior										639	644	653	570	2,506	2,372	134	5.65%
<b>City of Osseo</b>																	
Osseo Middle							377	354	395					1,126	1,139	(13)	-1.14%
Osseo Senior										564	554	575	531	2,224	2,192	32	1.46%
<b>Secondary School Total</b>							<b>1,445</b>	<b>1,387</b>	<b>1,378</b>	<b>1,713</b>	<b>1,718</b>	<b>1,755</b>	<b>1,547</b>	<b>10,943</b>	<b>10,638</b>	<b>305</b>	<b>2.87%</b>
Osseo Education Center													93	93	75	18	24.00%
Osseo Area Learning Center										0	0	40	151	191	135	56	41.48%
279 Online K-5	10	10	10	13	14	17								74	91	(17)	-18.68%
279 Online 6-8							27	31	37					95	136	(41)	-30.15%
279 Online K-5										43	39	50	73	205	200	5	2.50%
Subtotal	10	10	10	13	14	17	27	31	37	43	39	90	317	658	637	21	3.30%
<b>GRAND TOTAL ENROLLMENT</b>	<b>1,433</b>	<b>1,459</b>	<b>1,532</b>	<b>1,547</b>	<b>1,527</b>	<b>1,556</b>	<b>1,472</b>	<b>1,418</b>	<b>1,415</b>	<b>1,756</b>	<b>1,757</b>	<b>1,845</b>	<b>1,864</b>	<b>20,581</b>	<b>20,250</b>	<b>331</b>	<b>1.63%</b>

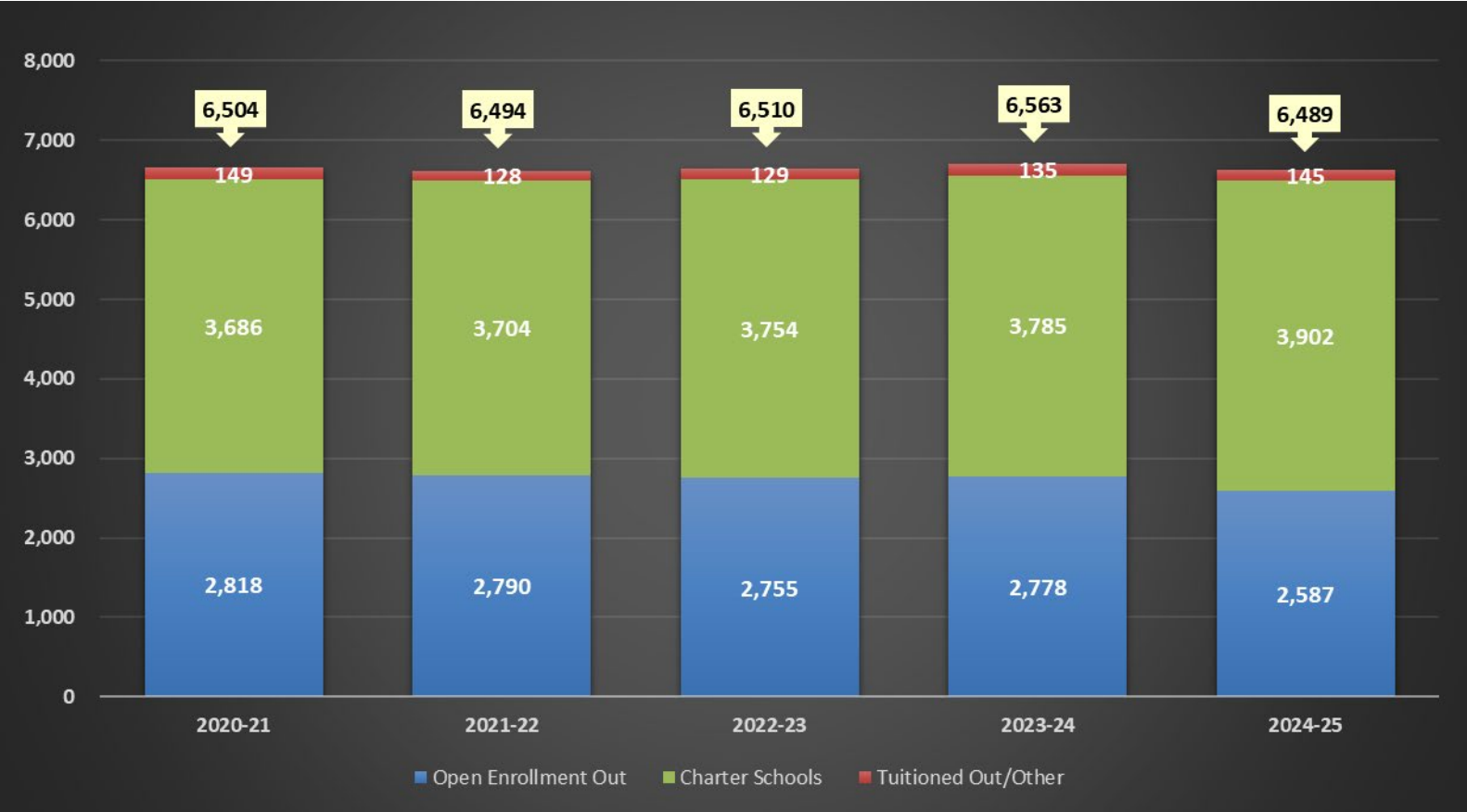
## Osseo Area Schools - Grade & Site Enrollment Variance from Projections as of 11.11.24

School Name	10 or more students above projection							10 or more students below projection							5% above
	Kindergarten	1	2	3	4	5	Grade Level						5% below		
							6	7	8	9	10	11	12	K-12	% Variance
<b>NEW ELEMENTARY</b>	0	0	0	0	0	0								0	0.00%
Basswood	(7)	(4)	1	0	4	0								(6)	-0.70%
Birch Grove	(9)	(3)	(5)	(11)	0	(1)								(29)	-6.55%
Cedar Island	(11)	(1)	1	0	0	(3)								(14)	-2.81%
Crest View	(9)	(6)	0	2	(12)	2								(23)	-10.75%
Edinbrook	(2)	(3)	7	12	10	(2)								22	3.48%
Elm Creek	15	(12)	(3)	(8)	(2)	4								(6)	-1.10%
Fair Oaks	(10)	0	6	3	(1)	(5)								(7)	-2.01%
Fernbrook	6	11	0	2	(6)	(5)								8	0.83%
Garden City	5	1	3	10	0	(2)								17	5.48%
Oak View	8	(3)	(2)	2	(2)	1								4	0.83%
Palmer Lake	5	10	4	9	4	0								32	7.31%
Park Brook	2	2	(6)	(6)	(10)	6								(12)	-4.18%
Rice Lake	(3)	(6)	5	4	8	15								23	3.74%
Rush Creek	(2)	5	3	2	(4)	(4)								0	0.00%
Weaver Lake	(1)	(1)	(3)	3	4	12								14	2.14%
Woodland	(32)	17	(4)	6	(2)	(3)								(18)	-2.85%
Zanewood	(18)	(2)	8	10	2	0								0	0.00%
Elementary School Total	(63)	5	15	40	(7)	15								5	0.06%
Brooklyn Middle							(6)	13	(10)					(3)	-0.32%
Maple Grove Middle							(36)	8	2					(26)	-1.60%
North View Middle							(23)	16	7					0	0.00%
Osseo Middle							1	1	6					8	0.71%
Middle School Total							(64)	38	5					(21)	-0.50%
Maple Grove Senior High										(14)	2	(12)	(23)	(47)	-1.88%
Osseo Senior High										(18)	30	26	5	43	1.93%
Park Center Senior High										2	18	27	33	80	3.99%
Senior High School Total										(30)	50	41	15	76	1.13%
Subtotal	(63)	5	15	40	(7)	15	(64)	38	5	(30)	50	41	15	60	0.30%
Osseo Education Center (Transition)													5	5	5.38%
Osseo Area Learning Center							0	0	0	0	8	(4)	(38)	(34)	-17.80%
279 Online K-5	0	0	(3)	(1)	(2)	(5)								(11)	-5.76%
279 Online 6-8							(6)	(1)	(9)					(16)	-8.38%
279 Online 9-12										(15)	(4)	(5)	(22)	(46)	-24.08%
Subtotal							(6)	(1)	(9)	(15)	4	(9)	(55)	(102)	-15.50%
<b>TOTAL VARIANCE FROM PROJECTION</b>	(63)	5	15	40	(7)	15	(70)	37	(4)	(45)	54	32	(40)	(42)	<b>-0.20%</b>
5% above															
5% below	-4.40%	0.34%	0.98%	2.59%	-0.46%	0.96%	-4.76%	2.61%	-0.28%	-2.56%	3.07%	1.73%	-2.15%	-0.20%	

# Enrollment Actual Versus Projected

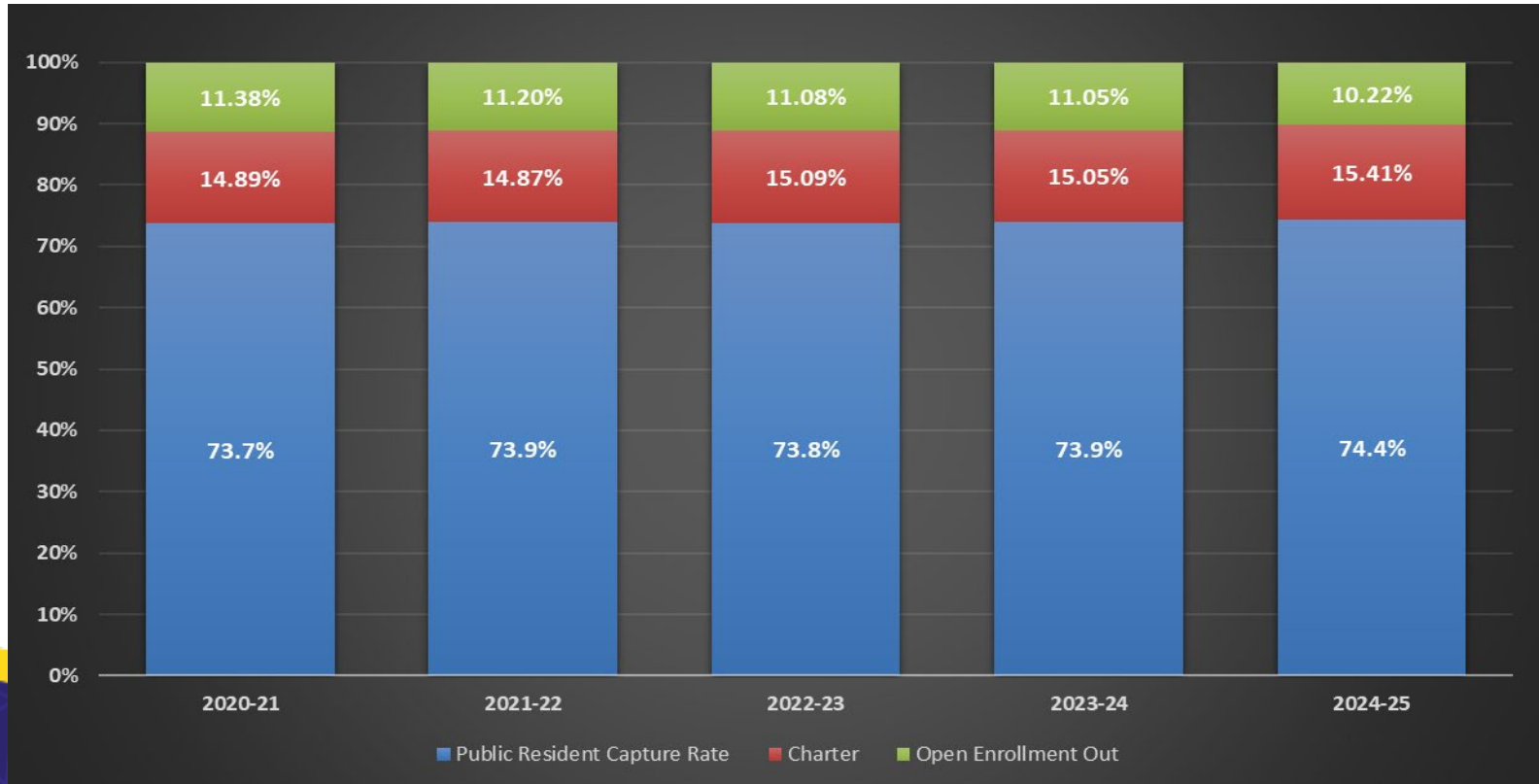
- ▶ 42 below projection in K-12:
  - 5 over projection in elementary
  - (21) below projection in middle school
  - 60 above projection in senior high
  - (102) below projection at OEC, OALC, and 279Online
- ▶ Variance of 10 or more above projections:
  - Edinbrook, Garden City, Palmer Lake, Rice Lake, Weaver Lake, Osseo Senior, Park Center Senior

# Residents Attending Elsewhere - Public



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

# ISD 279 residents choosing **public** school options



# ISD 279 Residents Attending Other Public Districts

School districts enrolling more than 60 ISD 279 residents

District	FY 2022	FY 2023	FY 2024	FY 2025 Preliminary		
	Net Gain or Loss	Net Gain or Loss <sup>4</sup>	Net Gain or Loss	ISD 279 Residents Lost	Non-Residents Gained	Net Gain or Loss
Anoka Hennepin*	(266)	(271)	(235)	(784)	532	(252)
Brooklyn Center*	(195)	(162)	(155)	(315)	186	(129)
Buffalo*	15	19	19	(3)	24	21
Elk River*	(28)	(18)	(31)	(101)	63	(38)
Fridley*	(145)	(131)	(142)	(158)	24	(134)
Mounds View	(14)	(11)	(4)	(20)	8	(12)
Minneapolis	402	25	166	(69)	274	205
Robbinsdale	9	61	10	(340)	360	20
Rockford*	(34)	(41)	(31)	(75)	37	(38)
Wayzata	(57)	(50)	(53)	(118)	38	(80)
Hopkins	(104)	(94)	(104)	(107)	1	(106)
Minnetonka	(119)	(116)	(120)	(121)	3	(118)
Spring Lake Park	(71)	(71)	(70)	(68)	16	(52)
Orono	(63)	(56)	(59)	(63)	1	(62)
	<b>(670)</b>	<b>(916)</b>	<b>(809)</b>	<b>TOTAL</b>		<b>(775)</b> 13

\*Members of Northwest Suburban Integration School District (NWSISD)

Only showing schools with 60 or more Osseo Area Schools residents

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

# ISD 279 Residents Attending Other – Charter Schools

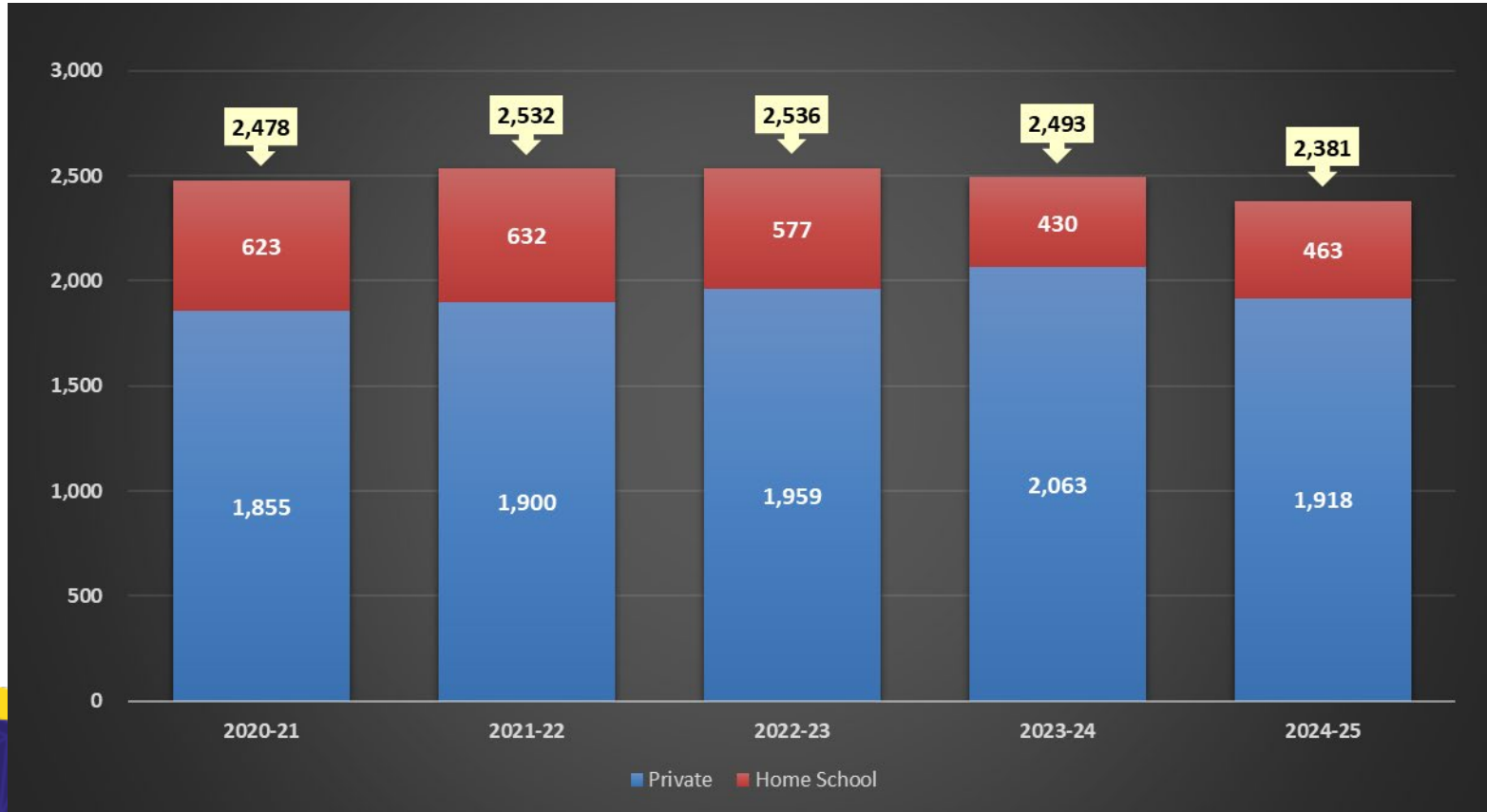
Charter schools enrolling more than 60 ISD 279 residents

Charter	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025 Preliminary	Increase/Decrease
Parnassus	766	887	939	940	913	907	(6)
Athlos Leadership Academy	522	524	535	487	406	476	70
Noble Academy	526	404	335	321	297	296	(1)
Prairie Seeds Academy	262	262	277	281	297	286	(11)
New Millenium Academy	173	228	244	259	274	290	16
Excell Academy	206	225	201	241	227	233	6
Hmong College Prep Academy	74	101	118	99	115	126	11
Minnesota Transitions	105	141	115	134	133	171	38
Minnesota Excellence in Learning Academy	90	97	84	96	97	112	15
Beacon Academy	153	112	73	84	73	72	(1)
	<b>2,877</b>	<b>2,981</b>	<b>2,921</b>	<b>2,942</b>	<b>2,832</b>	<b>2,969</b>	<b>137</b>

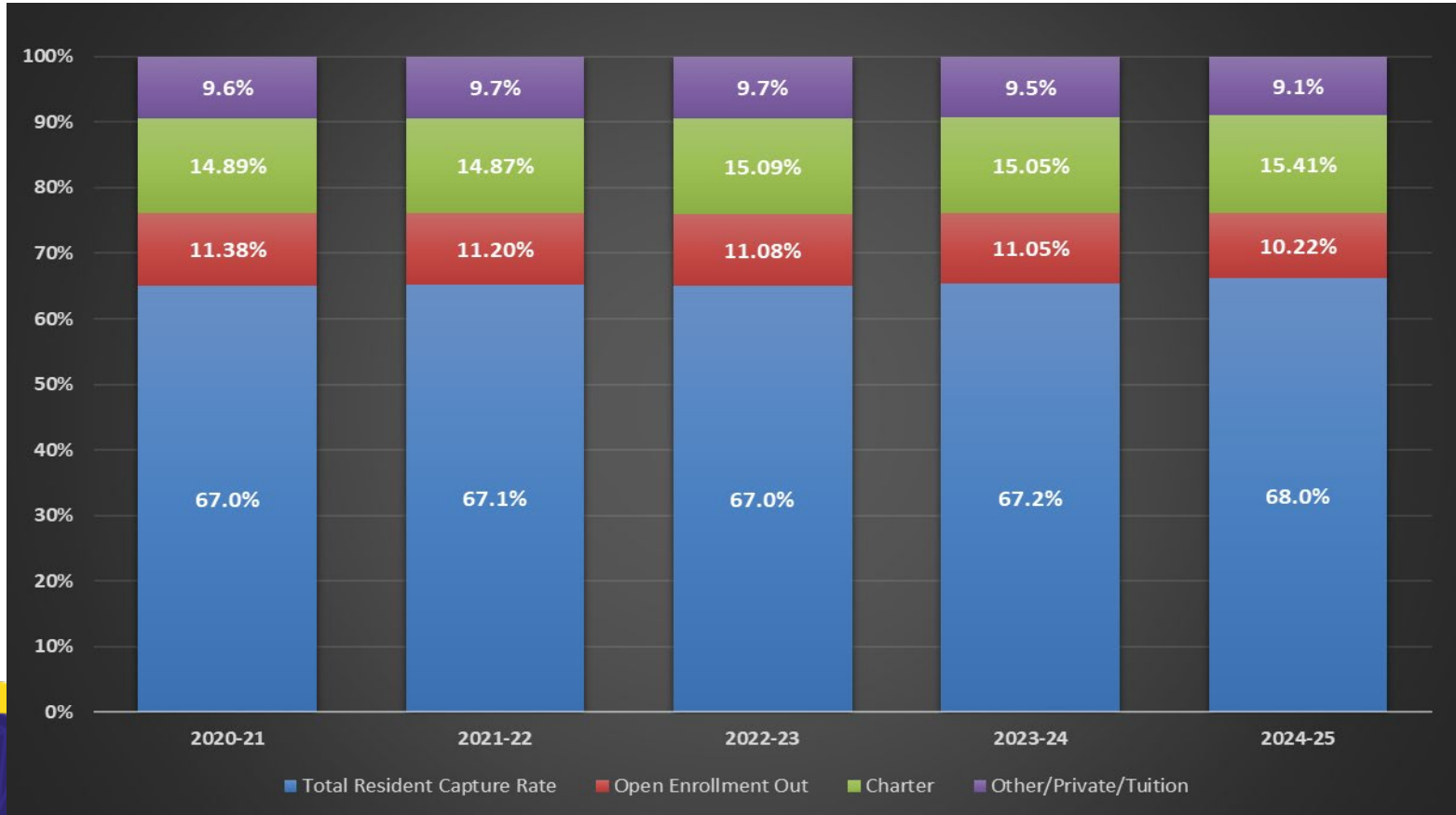
Only showing schools with 60 or more ISD 279 residents

84 charter schools have a total of **3,902** residents of Osseo Area Schools attending.

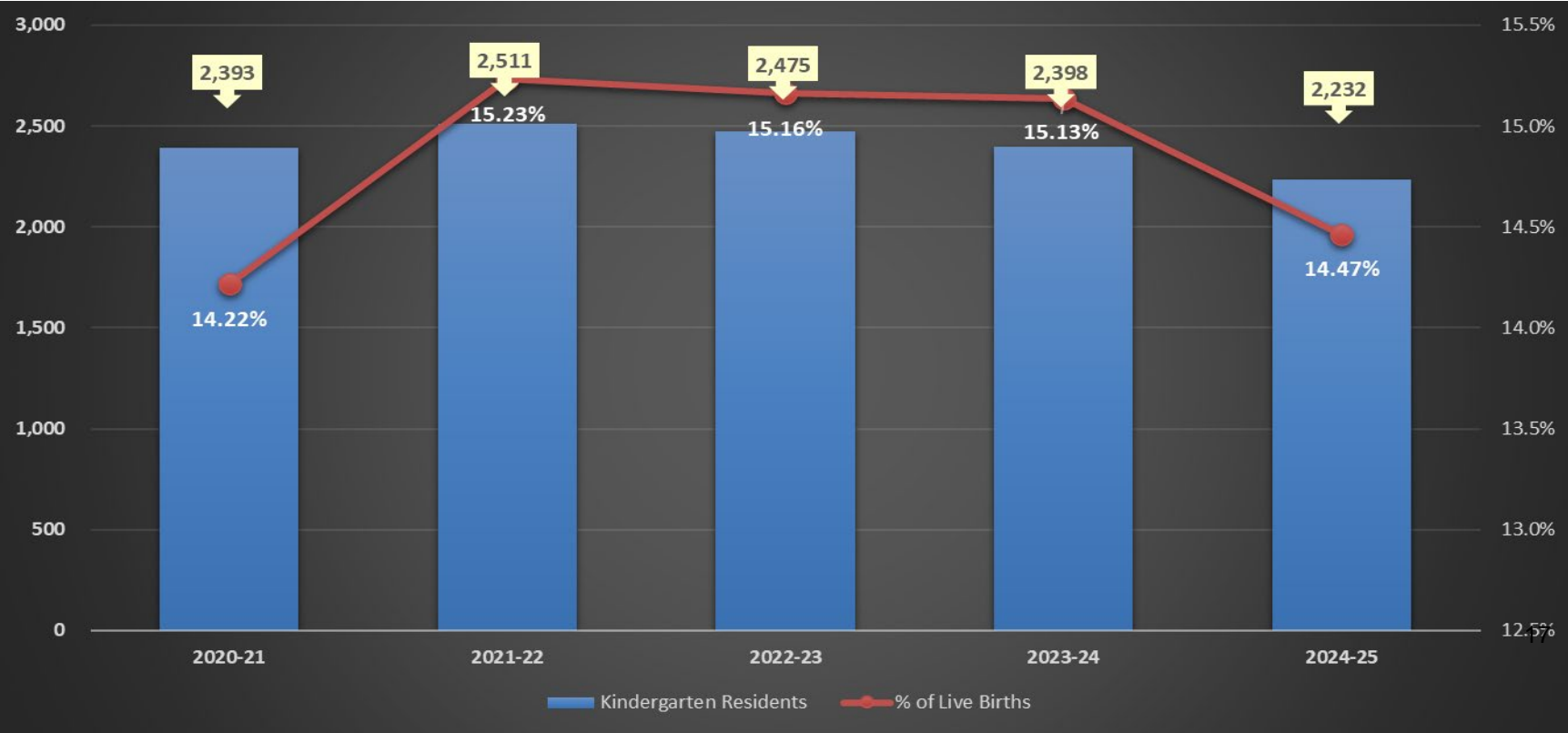
# Residents Attending Elsewhere - Private



# ISD 279 Residents Overall Capture Rate

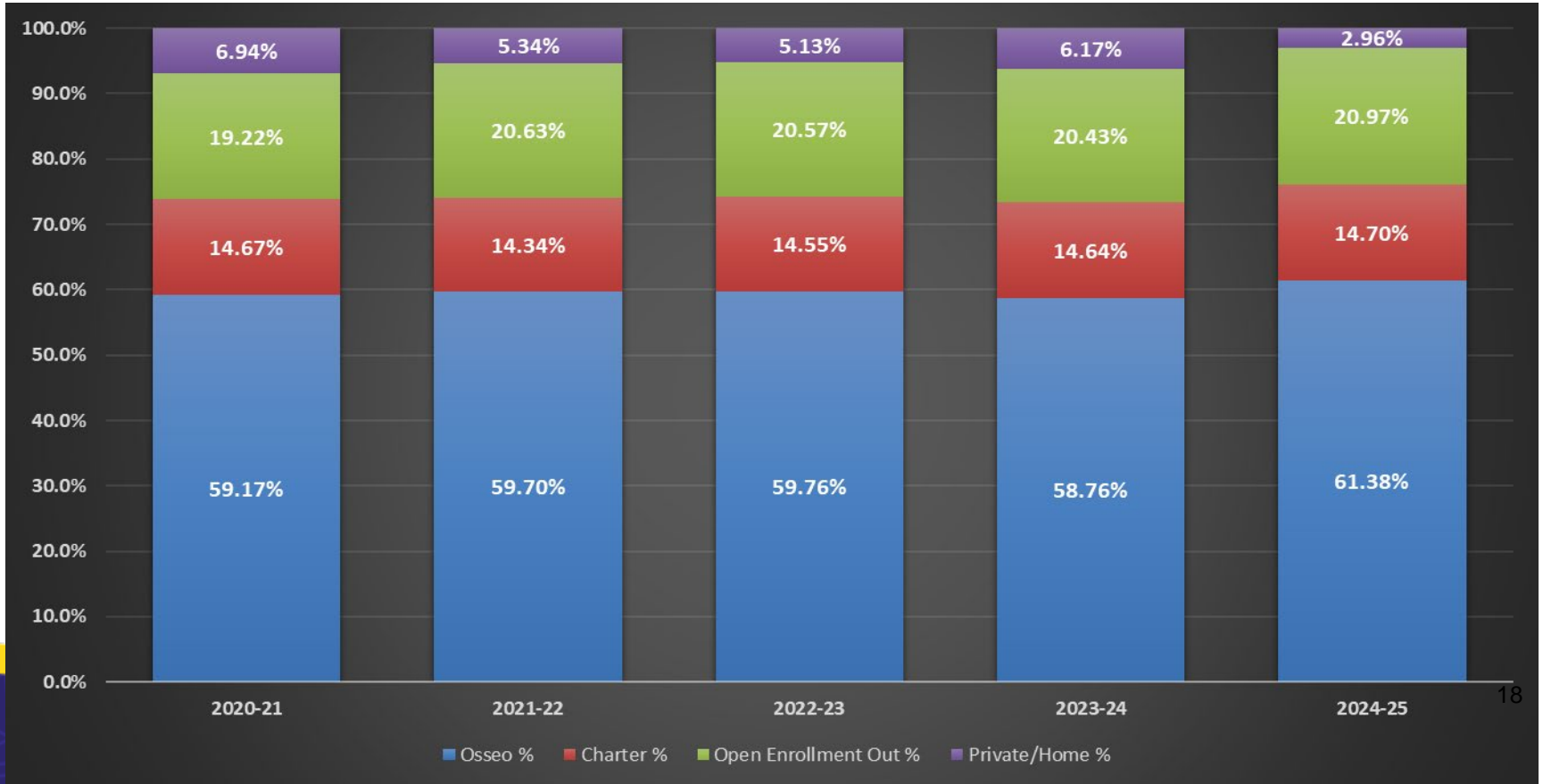


# Resident kindergarten students (as a % of Hennepin County Birth Rate)



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

# Resident Kindergarten Capture Rate

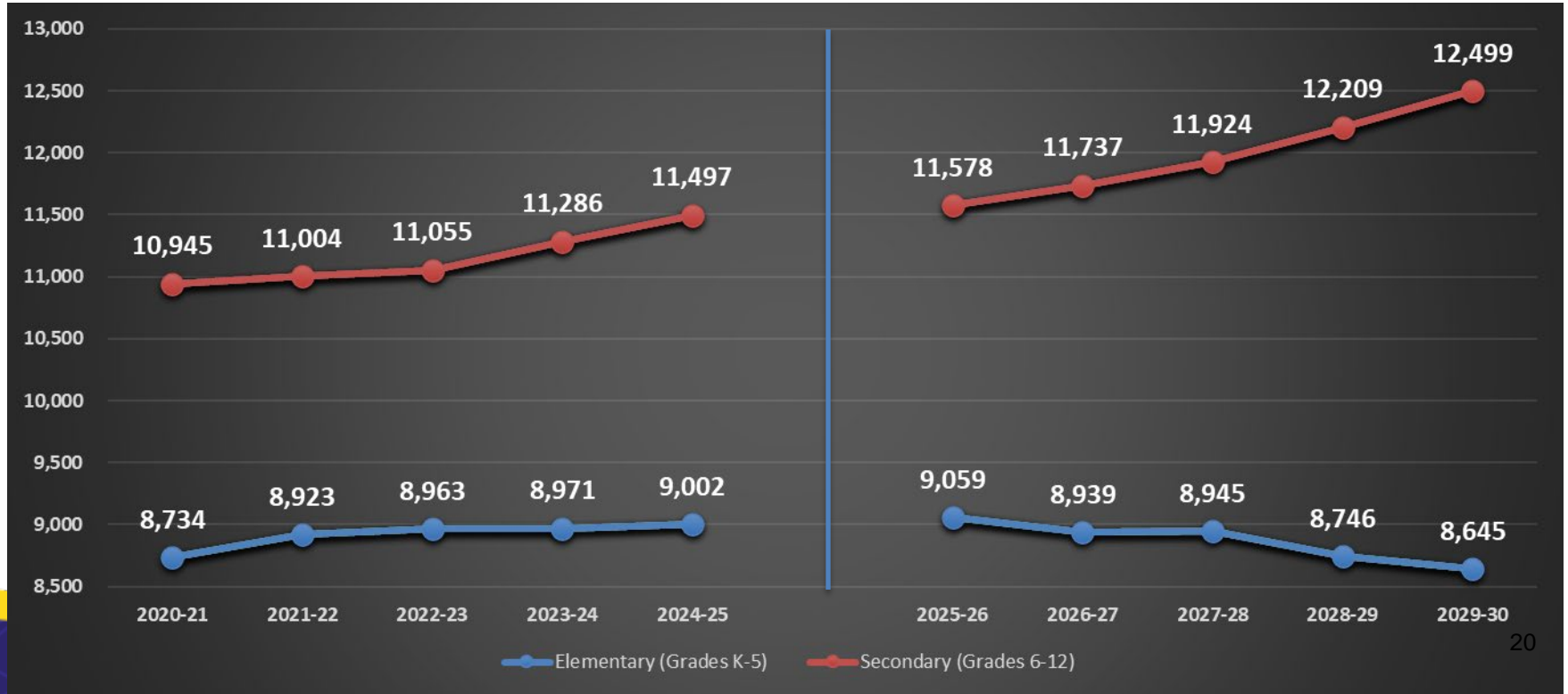


# Draft Enrollment Projection

Enrollment Projections												
FALL AND SPRING ENROLLMENT PRIOR YEAR DATA												
Grade or Age	*	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
Henn Cty Births		16,770	16,829	16,485	16,322	15,845	15,430	13,130	14,233	14,439	13,801	14,207
Kindergarten	*	1,609	1,416	1,499	1,479	1,409	1,370	1,323	1,297	1,335	1,278	1,314
Grade 1	*	1,564	1,528	1,493	1,503	1,494	1,464	1,475	1,359	1,358	1,382	1,334
Grade 2	*	1,534	1,492	1,535	1,501	1,513	1,544	1,553	1,513	1,416	1,405	1,439
Grade 3	*	1,517	1,419	1,497	1,515	1,492	1,586	1,592	1,569	1,549	1,437	1,441
Grade 4	*	1,535	1,434	1,425	1,517	1,512	1,518	1,548	1,618	1,614	1,579	1,483
Grade 5	*	1,558	1,445	1,474	1,448	1,526	1,566	1,568	1,583	1,673	1,665	1,634
Kind - Grade 5	*	9,317	8,734	8,923	8,963	8,946	9,048	9,059	8,939	8,945	8,746	8,645
Grade 6	*	1,595	1,456	1,410	1,347	1,368	1,402	1,474	1,496	1,529	1,610	1,607
Grade 7	*	1,489	1,559	1,469	1,422	1,372	1,455	1,470	1,517	1,563	1,592	1,679
Grade 8	*	1,518	1,467	1,580	1,484	1,458	1,411	1,451	1,513	1,584	1,626	1,661
Grade 6-8	*	4,602	4,482	4,459	4,253	4,198	4,268	4,395	4,526	4,676	4,828	4,947
Grade 9	*	1,656	1,654	1,660	1,844	1,736	1,711	1,780	1,688	1,784	1,861	1,914
Grade 10	*	1,730	1,595	1,625	1,704	1,859	1,811	1,782	1,807	1,736	1,830	1,913
Grade 11	*	1,569	1,658	1,569	1,601	1,697	1,877	1,830	1,775	1,822	1,749	1,847
Grade 12	*	1,636	1,556	1,691	1,653	1,793	1,824	1,791	1,941	1,906	1,941	1,878
Grade 9-12	*	6,591	6,463	6,545	6,802	7,085	7,223	7,183	7,211	7,248	7,381	7,552
Grand Total K-12	*	20,510	19,679	19,927	20,018	20,229	20,539	20,637	20,676	20,869	20,955	21,144
Change		-10	-831	248	91	211	310	98	39	193	86	189
		-0.05%	-4.05%	1.26%	0.46%	1.05%	1.53%	0.48%	0.19%	0.93%	0.41%	0.90%

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

# Projected trend lines through 2030



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

# Next steps

- ▶ Finalize grade and site level enrollment projections in January
- ▶ Final enrollment data is then used to determine revenue budgets and staffing allocations
- ▶ Continue to use data to inform the Enrollment and Capacity Management Advisory Committee (ECMAC)

OSSEO AREA SCHOOLS

ISD  279

# Enrollment Trends and Five-Year Enrollment Projections

*School Board Work Session, January 7, 2025*

OSSEO AREA SCHOOLS

ISD  279

# Refining Vision Card Metrics: Aligning Data to Strategic Priorities

*January 7, 2025*  
*Board Work Session*

### MISSION

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

### VISION

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

### Learning Work Initiatives

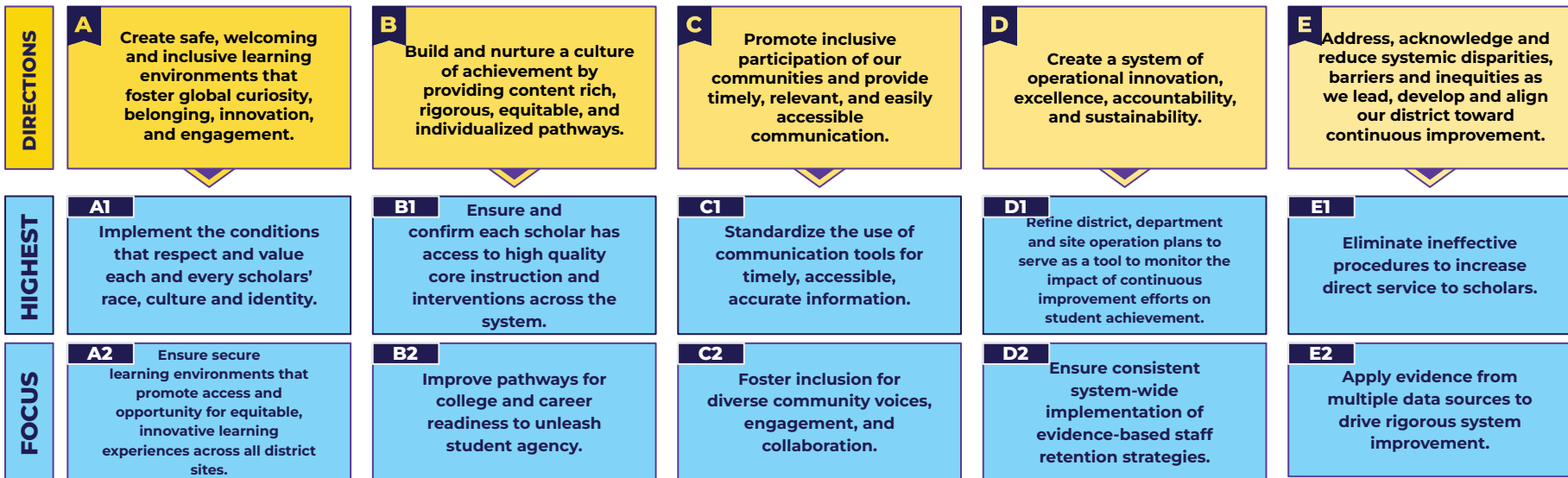
Research, testing and development of possible initiatives

### Implementation Work Initiatives

Securing resources, creating processes and procedures, providing PD, developing evaluation metrics to ensure successful implementation

### Standard Work Initiatives

Established, with at least 80% applying effectively



### CORE VALUES

**HONOR AND INTEGRITY**  
**BELONGING**  
**INCLUSION**

**INNOVATION AND EXCELLENCE**  
**TRANSPARENCY**  
**INTRINSIC VALUE**

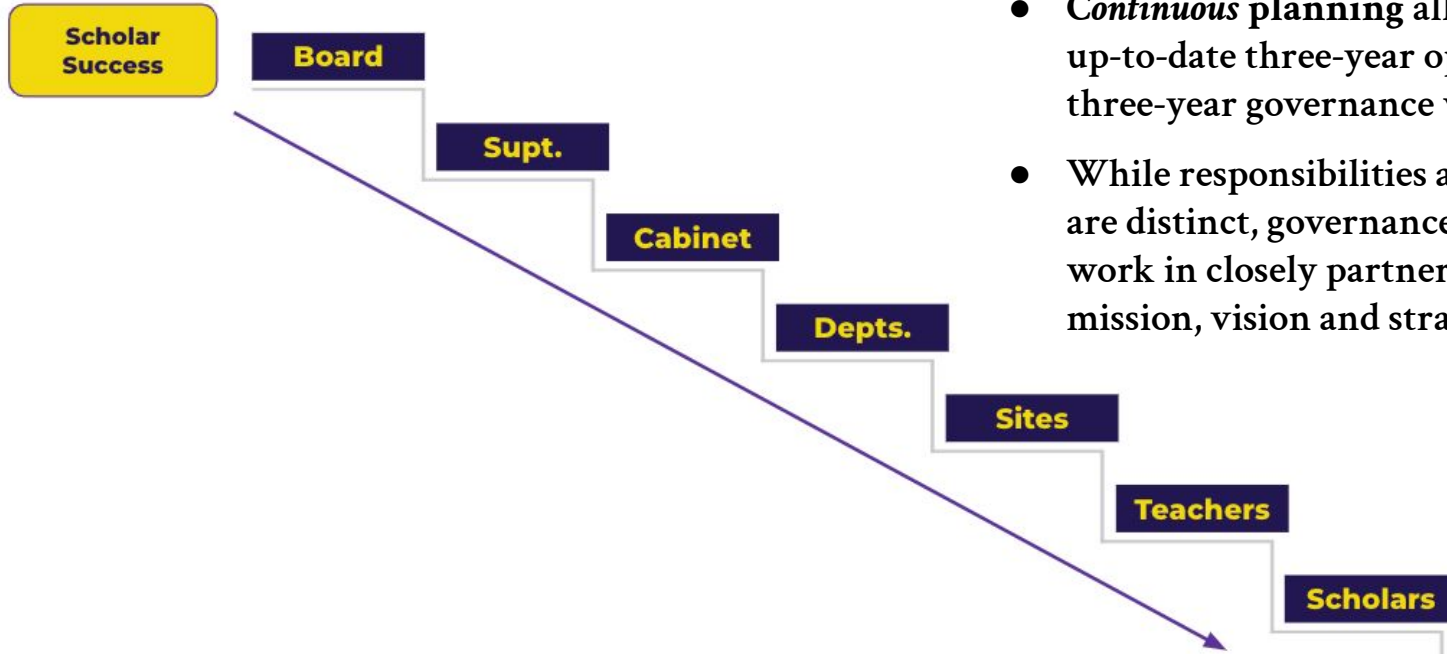
### 3 Cs THE CONCEPT OF HOLDING SPACE

**CONSISTENCY**  
→ Our responsibilities  
→ Our behavior  
→ Understanding our biases  
→ Understanding expectations

**CONNECTION**  
→ Our relationships  
→ Our roles  
→ Our impact on others  
→ Build trust

**COHERENCE**  
→ The why  
→ Our decisions  
→ Our data  
→ Weight on the system

# Continuous Improvement & Alignment Across the System



- Progress reports on the Vision Cards provide a bridge between office of Superintendent and Board - measures progress of the plan.
- *Continuous* planning allows us to maintain an up-to-date three-year operational plan and three-year governance work plan.
- While responsibilities and tools in the process are distinct, governance and management work in closely partnership to realize the mission, vision and strategic directions.

# Role of 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 data to support and assess progress toward the narrative vision outlined in the Strategic Roadmap. They can be used to measure growth or gaps in district performance.

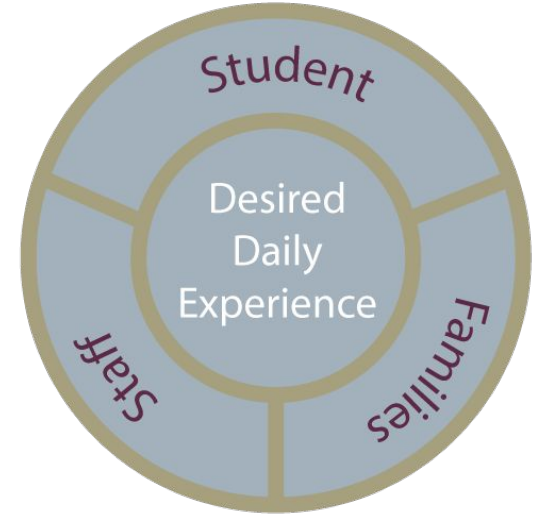


# Why Refine Vision Cards?

## Feedback on Current Vision Cards:

- Redundant (some reporting is already covered by WBWF)
- Overwhelming amount of data
- More focus/prioritization desired
- Need to lift weight off of the system

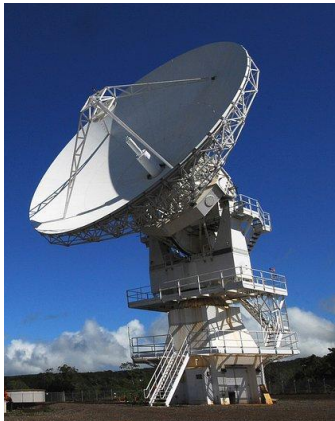
**Goal of Revision:** Provide actionable, high-level metrics that focus on overall goals and the desired experiences of students, families and staff for clearer storytelling.





## Up & Out/*Zoom Out*

- What does the board and public need to know to show progress on the strategic plan?
- What measure and metrics will give the board and public enough information to know our direction without getting overwhelming?



## Down & In/*Zoom In*



- What does the Office of the Superintendent/Cabinet need to know to assess whether the internal system is making progress on the 3-Year Operational Plan?
- What needs to be shared Down and In so that principals, administrators and school/program staff know how they are doing and can make adjustments if needed (to their site/dept. operational plans)?







# The Cabinet's Refinement Process



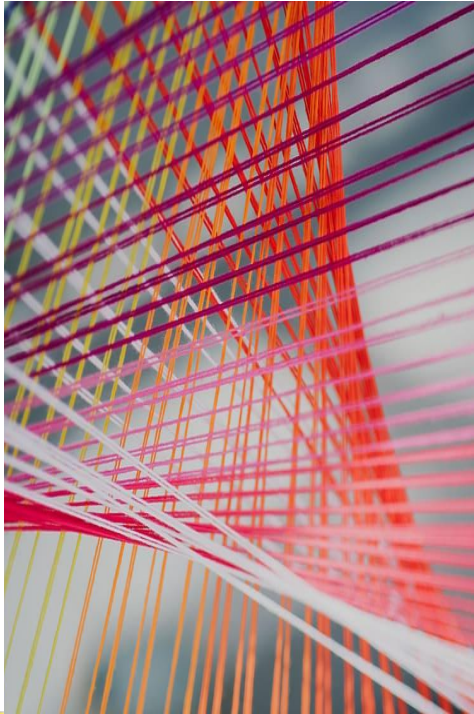
## Goal of Revision:

Provide actionable, high-level metrics that focus on overall goals and the desired experiences of students, families and staff for clearer storytelling.

# Refinement Themes

 <b>Remove</b>	 <b>Add</b>	 <b>Keep</b>	 <b>Improve</b>
<ul style="list-style-type: none"> <li>→ Metrics duplicating World's Best Workforce and Achievement and Integration reports (e.g., MCA and dropout data).</li> <li>→ Operational details like cybersecurity metrics, (moved to other reports).</li> </ul>	<ul style="list-style-type: none"> <li>→ Community survey for engagement and communication feedback.</li> <li>→ Exit surveys for seniors to assess postsecondary readiness.</li> </ul>	<ul style="list-style-type: none"> <li>→ Belonging, trust, and cultural equity from student surveys.</li> <li>→ Graduation rates tied to college/career readiness.</li> </ul>	<ul style="list-style-type: none"> <li>→ Participation in rigorous coursework (e.g., AVID, AP).</li> <li>→ Recruitment and retention with disaggregated equity focus.</li> </ul>

# Strategic Alignment of Refined Metrics



<b>Strategic Direction A (Learning Environments)</b>	<i>Belonging and safety</i>
<b>Strategic Direction B (Culture of Achievement)</b>	<i>Academic rigor, college and career pathways, academic achievement, and student agency</i>
<b>Strategic Direction C (Participation &amp; Communication)</b>	<i>Inclusive communication with families</i>
<b>Strategic Direction D (Operational Innovation &amp; Accountability)</b>	<i>Resource allocation aligned to strategic priorities</i>
<b>Strategic Direction E (Address Systemic Disparities)</b>	<i>Staff recruitment, retention, and equitable outcomes</i>

# What We Are Asking of the Board

Review and provide feedback on the original Vision Cards:

- ▶ What is missing?
- ▶ What could be improved?

**(C) Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.**

Element	Indicators	Data Source
Process	C1. Family and Community Engagement	Advisory Committees - % of sites with representation
		Family Engagement Rubric (scale of 1-3)
		Effective Communication
		Intentional Collaboration and Inclusive Practices
		Climate and Culture
Process	C2. School to Family Communication	TalkingPoints Messages Sent from Staff to Families per Student
		TalkingPoints Announcements Sent from Staff to Families per Student
		Blackboard overall message delivery rate
		Morris Leatherman Community Survey - overall communication rating at "Excellent" or "Good"
Outcome	C3. Family to School Communication	TalkingPoints Messages Sent by Families to School Staff per Student
		Percent of Parents Using ParentVUE
Outcome	C4. Perception of Inclusive Communication with Families	Family Stakeholder Survey: Inclusive Communication with Communities Scale

<b>DROP</b>	<ul style="list-style-type: none"> <li>• C2 - 1-3 Data Sources</li> <li>• C3 - Data Sources</li> <li>• C1 - Down and In</li> <li>• Talking Points</li> <li>• Mass Notification</li> <li>• Blackboard</li> <li>• C3- Down and In</li> </ul>
<b>ADD</b>	<ul style="list-style-type: none"> <li>• Community Survey (questions on a communication rating for schools and district; is communication timely, relevant and easily accessible, including from multiple perspectives)</li> <li>• Stakeholder surveys</li> <li>• Senior exit survey (plus future plan)</li> <li>• Enrollment #s with capture rate</li> </ul>
<b>KEEP</b>	<ul style="list-style-type: none"> <li>• C1 Indicator</li> <li>• C1 Effective Comm &amp; Climate &amp; Culture</li> <li>• C1 Advisory Committee</li> <li>• C2 School to Family Comm</li> <li>• Morris Leatherman</li> <li>• C4 Indicator &amp; Data Source</li> <li>• Community Survey</li> </ul>
<b>IMPROVE</b>	<ul style="list-style-type: none"> <li>• Which Advisory Committee</li> <li>• Overall Comm metrics</li> <li>• More that tells the story better</li> <li>• Down and In</li> </ul>

# Moving Forward

- ▶ Steering committee integrates feedback into Vision Cards.
- ▶ Pilot new Vision Cards with select metrics for the next cycle.
- ▶ Finalize and implement by the next reporting period.



# Thank You!



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

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

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



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

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

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019*	2020	2021	2022	2023	
Process	<b>A1. Positive Behavior Intervention &amp; Support (PBIS) Implementation Review</b>	<a href="#">Tiered Fidelity Inventory (TFI)</a>	≤ 39%	40-49%	50-59%	60-69%	≥ 70 %	49%	52%	62%	58%	60%	
Outcome	<b>A2. Classroom Environment</b>	<b>Behavior Incidents: percent of student groups meeting or exceeding the goal</b>	≤ 19%	20-39%	40-79%	80-89%	≥ 90 %	40%	NA	NA	75%	NA	
		<b>Out of School Suspensions (OSS): percent of students groups meeting the goal</b>	≤ 19%	20-39%	40-59%	60-79%	≥ 80 %	60%	NA	NA	50%	NA	
Process	<b>A3. Climate Equity Review</b>	<b>Equimetrics Scales</b>	<b>Diversity</b>	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	58%	58%	NA
			<b>Equity</b>	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	58%	55%	NA
			<b>Inclusion</b>	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	65%	62%	NA
		<b>Staff Stakeholder Survey</b>	<b>School Environment &amp; Communication</b>	≤ 3.6	3.7-3.9	4.0-4.2	4.3-4.5	≥ 4.6	4.1	4.1	NA	4.0	4.1
			<b>Race &amp; Culture</b>	≤ 2.9	3.0-3.2	3.3-3.5	3.6-3.8	≥ 3.9	3.4	3.4	NA	3.5	3.4
			<b>Safety</b>	≤ 71%	72-76%	77-81%	82-86%	≥ 87 %	78%	81%	NA	78%	76%
Outcome	<b>A4. Bullying, Harassment, &amp; Student Safety</b>	<b>Minnesota Student Survey</b>	<b>Bullying and Harassment</b>	≤ 6.7	6.8-7.2	7.3-7.7	7.8-7.9	8.0	7.6	NA	NA	7.7	NA

			<b>Safety</b>	≤ 4.4	4.5-4.9	5.0-5.4	5.5-7.4	7.5	5.8	NA	NA	5.4	NA
		<b>STOPit Incidents</b>		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Outcome	<b>A5. Belonging, Help &amp; Trusting Adults</b>	<b>Student Stakeholder Survey</b>	<b>Belonging</b>	≤ 53%	54-58%	59-63%	64-68%	≥ 69 %	63%	63%	NA	62%	61%
			<b>Classroom Respect</b>	≤ 66%	67-71%	72-76%	77-81%	≥ 82 %	74%	74%	NA	76%	75%
			<b>Help</b>	≤ 62%	63-67%	68-72%	73-77%	≥ 78 %	71%	70%	NA	72%	71%
			<b>Trusting Adults</b>	≤ 70%	71-75%	76-80%	81-85%	≥ 86 %	80%	80%	NA	80%	78%
		<b>Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments</b>			≤ 69%	70-74%	75-79%	80-84%	≥ 85 %	NA	NA	NA	76%

\* On this card, we are referencing the spring of each school year, so 2019 refers to the 2018-19 school year.

**(B) Build and nurture a culture of achievement by providing content rich, rigorous and individualized pathways.**

**Definition Statement**

A culture of excellence leverages instructional strategies that adapt to diverse learning styles. Educators provide supportive and aligned curriculums that prepare scholars for rigorous, yet responsive, independent learning throughout their academic pursuits through an asset-based lens.

**Mindful Critical Question(s) (MCQs)**

- How might we ensure we have engaged and considered multiple perspectives that are inclusive and representative of the interests of the community we serve?
- How will this course, program, or initiative provide the skills and knowledge necessary for each scholar to reach their goals for the future (and how do we know)?

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	SY19	SY20	SY21	SY22	SY23		
Process	<b>B1. Instruction and Management Review</b>	Staff Professional Learning	System Professional Learning Participation	≤ 84%	85-87%	88-90%	91-93%	≤ 94 %	NA	NA	NA	89%	NA	
			System Monthly Learning Participation	≤ 39%	40-49%	50-59%	60-69%	≤ 70 %	NA	NA	NA	59%	NA	
Process	<b>B2. Dropout Prevention Review</b> based upon <a href="#">JES Dropout Prevention Practice Guide</a> .	Monitoring Student Progress		≤ .59	.60-.69	.70-.79	.80-.89	≥ .90	NA	NA	NA	NA	.79	
		Intensive, Individualized Student Support		≤ .39	.40-.49	.50-.59	.60-.79	≥ .80	NA	NA	NA	NA	NA	.56
		Engaging Students and Helping them Manage Challenges		≤ .54	.55-.64	.65-.74	.75-.84	≥ .85	NA	NA	NA	NA	NA	.73
Outcome	<b>B3. Classroom Climate and Respect</b>	Family Stakeholder Survey - Culture of Achievement Scale		≤ 69%	70-74%	75-79%	80-84%	≥ 85 %	NA	NA	NA	77%	NA	
Outcome	<b>B4. Culture of Achievement</b>	<b>Achievement Index</b> Percent of students achieving at least one of the following: <ul style="list-style-type: none"> <li>• Earning at least one (semester or trimester) credit in the following course types - <ul style="list-style-type: none"> <li>○ Postsecondary (PSEO) Courses</li> <li>○ Concurrent/Articulated Courses</li> <li>○ AP/IB/HP Course</li> </ul> </li> <li>• Earning a professional certification in one or more of the following: <ul style="list-style-type: none"> <li>○ CPR/1st Aid</li> <li>○ EMT</li> <li>○ EMR</li> </ul> </li> <li>• Completing an Internship, Apprenticeship, or Related Experience</li> <li>• Earning a MN Bilingual Seal</li> </ul>		≤ 29%	30-49%	50-69	70-89%	≥ 90 %	NA	NA	NA	59%	NA	
		<b>12 x 12</b> Percent earning at least 12 credits by grade 12 that could lead to college credit (PSEO, Concurrent, Articulated, AP, IB) <ul style="list-style-type: none"> <li>• 3 crs by Gr 9</li> <li>• 6 Crs by Gr10</li> <li>• 9 Crs by Gr 11</li> <li>• 12 Crs by Gr 12</li> </ul>		≤ 4%	5-9%	10-14%	15-19%	≥ 20 %	NA	NA	NA	11%	NA	

Outcome	<b>B5. Graduation, Continuation and IEP-Based Diplomas</b>	<b>Graduation/Continuation Rate</b> Percent of student groups with 80% or more students graduating in four years or continuing in high school with special education or multilingual/English Learner services	≤34%	35-49%	50-64%	65-79%	≥80%	NA	71%	60%	NA	NA
		<b>Four-Year Dropout Rate for Special Education</b> Percent of groups meeting benchmark of 0%	0%	1-4%	5-49%	50-79%	80%	NA	53%	18%	NA	NA
		<b>Non-IEP Graduation Rate for Students Receiving Services for Special Education</b> Percent of groups meeting a benchmark of 60%.	≤34%	35-49%	50-59%	60-79%	≥80%	NA	NA	56%	NA	NA
		<b>Percent of Continuing Students Receiving IEP-Based Diplomas</b> Students who continue on in their schooling after their 4th year and receive a diploma in their 5th, 6th or 7th year of high school based upon completing requirements in their Individualized Education Plan (IEP). Percent of groups meeting a benchmark of 40%.	≤5%	6-9%	10-24%	25-79%	≥80%	NA	13%	22%	NA	NA

**(C) Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.**

Definition Statement	Mindful Critical Question(s) (MCQs)
Members within the community find themselves represented and reflected through each communication method. We understand that meaningful participation fosters positive academic and equitable outcomes and communicates respect and maintained dignity, affirming each member of our teaching, learning, and the broader community.	<ul style="list-style-type: none"> <li>How have we provided multiple pathways for families or community members to engage in communication?</li> <li>What practices have we established to ensure that communication is accessed universally?</li> <li>What feedback loops have we created to ensure our communication is making intended connections?</li> </ul>

Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022
Process	<b>C1. Family and Community Engagement</b>	<b>Advisory Committees - % of sites with representation</b>	≤ 78%	79-84%	85-90%	91-96%	≥ 97%	NA	NA	NA	90%
		<b>FACE and RISE Events Participation Rate (participants/events)</b>	≤ 19.9	20.0-39.9	40.0-59.9	60.0-79.9	≥ 80.0	NA	NA	59.0	54.4
		<b>Early Childhood Events Participation Rate (participants/events)</b>	≤ 19.9	20.0-39.9	40.0-59.9	60.0-79.9	≥ 80.0	11.0*	NA	NA	44.9
		<b>Title I Site Events Participation Rate (participants/events)</b>	≤ 14.9	15.0-24.9	25.0-34.9	35.0-44.9	45.0 ≥	NA	108.0	31.0	29.2
		<b>Multilingual Events Participation Rate (participants/events)</b>	≤ 19.9	20.0-39.9	40.0-59.9	60.0-79.9	≥ 80.0	NA	NA	NA	45.8
Process	<b>C2. School to Family Communication</b>	<b>TalkingPoints Messages Sent from Staff to Families per Student</b>	≤ 1.4	1.5-1.9	2.0-2.4	2.5-2.9	≥ 3.0	NA	2.3	9.4	2.2
		<b>TalkingPoints Announcements Sent from Staff to Families per Student</b>	≤ 0.1	0.2	0.3	0.4	≥ 0.5	NA	0.4	1.7	.3

		<b>Blackboard overall message delivery rate</b>	≤ 74%	75%-79%	80-84%	85-89%	≥ 90%	NA	NA	NA	84%
		<b>Blackboard translated message delivery rate</b>	≤ 1.9%	2-4%	5-49%	50-89%	≥ 90%	NA	NA	NA	7%
		<b>Percent of Blackboard messages translated</b>	≤ 0.4%	0.5-0.9%	1.0 - 5.4%	5.5-9.9%	≥ 10%	NA	NA	NA	1.3%
Outcome	<b>C3. Family to School Communication</b>	<b>TalkingPoints Messages Sent by Families to School Staff per Student</b>	≤ 1.6	1.7-2.1	2.2-2.6	2.7-3.1	≥ 3.2	NA	0.3	1.5	2.6
		<b>Number of Parent Records in Schoology per Student</b>	≤ .39	.40-.49	.50-.74	.75-.99	≥ 1.0	NA	.95	.53	.64
		<b>Percent of Parents Using ParentVUE</b>	≤ 69%	70-79%	80-89%	90-94%	≥ 95%	NA	NA	NA	86%
Outcome	<b>C4.Perception of Inclusive Communication with Families</b>	<b>Family Stakeholder Survey: Inclusive Communication with Communities Scale</b>	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	NA	NA	NA	75%

\* This number represents only ECFE events and participation

### (D) Create a system of operational innovation, excellence, accountability, and sustainability.

Definition Statement		Mindful Critical Question(s) (MCQs)									
Continuous improvement as a normed practice strives to fundamentally reimagine how to perform procedures and tasks, to ensure transparency in reporting, proper resources that meet current needs, and anticipate future expectations and desired outcomes.		<ul style="list-style-type: none"> <li>How might we ensure systems and structures are implemented with fidelity and embrace our families, our communities, our scholars, and that provide a welcoming and engaging environment?</li> <li>How might this research-based action promote informed risk towards meaningful educational pursuits?</li> <li>How will we allocate resources in an equitable way?</li> </ul>									
Element	Indicators	Data Source	Intervene	Concern	Baseline	Progress	Vision	2019	2020	2021	2022
Process	<b>D1. Organizational Continuous Improvement</b>	<b>Staff Stakeholder Survey Teaching</b>	≤ 65%	66-70%	71-75%	76-80%	≥ 81%	73%	76%	NA	75%

		<b>and Learning Scale</b>										
		<b>Cyber Security</b>	<b>Phishing Assessment</b>	≥ 12.0%	11.9-9.0%	8.9-5.1%	5.0-3.1%	≤ 3.0%	NA	14%	5.5%	7.5%
			<b>FilterEDIT Governance Assessment</b>	≥ 3.5	3.6-3.9	4.0-4.3	4.4-4.7	≥ 4.8	NA	NA	4.1	4.3
			<b>MS Secure Score</b>	≤ 19.9	20.0-39.9	40.0-59.9	60.0-79.9	≥ 80.0	NA	NA	NA	54.7
		<b>IT Operations</b>	<b>Support KPI</b>	≥ 374	373-289	288-204	203-119	≤ 120	NA	NA	346	250
			<b>FilterED Operations Scores</b>	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	NA	NA	75%	78%
Process	<b>D2. Equitable Resource Allocation</b>	<b>ERS Strategic System Snapshot (to be administered in 2022-23) Average across seven scales</b>		NA	NA	NA	NA	NA	NA	NA	NA	NA
		<b>Equimetrics Survey: Resources dedicated to improving DEI &amp; Cultural Competency</b>		≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	68%	61%
Outcome	<b>D3. Student Developmental Skills &amp; Supports</b>	<b>Developmental Skills</b>		≤ 3.9	4.0-4.4	4.5-4.9	5.0-5.4	≥ 5.5	4.9	NA	NA	4.9
		<b>Developmental Support</b>		≤ 4.4	4.5-4.9	5.0-5.4	5.5-5.9	≥ 6.0	5.5	NA	NA	5.4
Outcome	<b>D4. Achieve Dreams, Lifelong Learning, Classroom Learning, Teaching, &amp; Trust in the School District</b>	<b>Achieve Dreams</b>		≤ 46%	47-51%	52-56%	57-61%	≥ 62%	60%	59%	NA	55%
		<b>Lifelong Learning</b>		≤ 54%	55-59%	60-64%	65-69%	≥ 70%	66%	65%	NA	63%
		<b>Classroom Learning</b>		≤ 68%	69-73%	74-78%	79-83%	≥ 84%	76%	76%	NA	78%
		<b>Teaching</b>		≤ 74%	75-79%	80-84%	85-89%	≥ 90%	81%	81%	NA	84%
		<b>Innovation, Excellence, Accountability, and Sustainability Scale</b>		≤ 71%	72-78%	79-85%	86-92%	≥ 93%	NA	NA	NA	82%

**(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
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.	<b>Alignment Scale</b>	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%	67%
		<b>Leadership Scale</b>	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	62%	66%
Process	<b>E2. Staff Recruitment and Retention</b> Ensuring That Staff are Representative of Our Scholars' and Families' Identities	<b>% Staff of Color</b>	≤ 9%	10-12%	13-15%	16-18%	>18%	13.4%	13.8%	14.5%	14.9%	
		<b>% Staff of Color Retained</b>	≤ 79%	80-84%	85-89%	90-94%	> 94%	NA	NA	NA	88%	
		<b>Perception Question</b>	≤ 43%	44-53%	54-64%	65-74%	>74%	NA	NA	NA	63%	
Outcome	<b>E3. Achievement of State Standards (K-11)</b> Percent of Students Proficient or Making Progress or Growth	<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>improved)</b>										
		<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%	45%
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%
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>mySAEBERS (student assessment)</b>	≤ 74%	75-79%	80-84%	85-89%	>90%	NA	NA	NA	76%	81%
		<b>SAEBRS (teacher assessment)</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

OSSEO AREA SCHOOLS

ISD  279

# Crest View repurposing update and recommendation

*Jan. 7, 2025*

# Outcomes

Board members will:

- ▶ Review the process that led to the repurpose section of the BBF plan.
- ▶ Update on community based spaces at the repurposed site and how they will be used.
- ▶ Understand why there is a proposal to build a new facility versus renovating current facility.
- ▶ Determine direction/next steps with architects.

# *Building a Better Future* included a repurpose

- ▶ ECMAC (Enrollment and Capacity Management) has consistently shared variations that exist with enrollment, capacity and building use.
- ▶ ECMAC and six other groups provided suggestions for the *Building a Better Future* plan that included several facility improvements and the repurposing of a school or schools.
- ▶ Oversight Task Force reviewed all work and made final recommendations to the board using the following criteria:
  - Equitable impact
  - Fiscal responsibility
  - Districtwide alignment/standards
  - Capacity
  - Long-term impact
  - Program improvement
  - Communication, engagement
  - Flexible/adaptable spaces

# Repurpose portion of the *Better Future* plan

- ▶ Plan shared that an elementary school would be repurposed to serve pre-kindergarten grades, enrichment and community-based programming needs.
- ▶ After much research and consideration, Crest View Elementary School has been chosen to be repurposed.
  - Crest View's elementary programming will end June 2025.
  - Crest View's students and staff will be moving schools fall 2025; the start of the 2025-26 school year.

# The why: Crest View being the site to be repurposed

- ▶ Central location to neighborhood schools
- ▶ Opportunity to expand to offer more community services
- ▶ Lower student enrollment that is reaching unsustainable levels

# Transferring school options

- ▶ Students currently attending Crest View (2024-25) have had the opportunity to choose a nearby elementary school to continue their learning for fall 2025 and remaining elementary years
  - Edinbrook Elementary School (approx. 100)
  - Fair Oaks Elementary School (approx. 18)
  - Zanewood Community: A STEAM School (approx. 17)
- ▶ Transportation will be provided for all three options
  - Note: in-district transfer and open enrolled families will continue to provide their own transportation to Crest View

# Programming plans for site: Additional opportunities possible

- ▶ Feedback in May and June has helped the programming team with narrowing the final recommendations to provide to the designers and architects as additional opportunities possible.
- ▶ This was done via an anonymous ThoughtExchange.

# Feedback opportunity shared via

- ▶ Mailing to the Crest View attendance area (those with and without students)
- ▶ District communications including e-news, web and social
- ▶ Brooklyn Park and Brooklyn Center school communications including e-news, web, social and Mass Notification text
- ▶ Graphic displays near entrances at Brooklyn Park and Brooklyn Center schools
- ▶ Flyer at Brooklyn Park and Brooklyn Center schools
  - Displayed on bulletin boards
  - Available for pick up in main offices
  - Passed out at in-person events like PTO meetings, end of year gatherings
- ▶ Community Ed communications including e-news, web and social
- ▶ FACE and multilingual communications (Facebook, RISE email)
- ▶ Cities of Brooklyn Park and Brooklyn Center communications
- ▶ Media partners including CCX, Sun Post and Press & News

# Feedback themes

- ▶ After-school programs
- ▶ Family counseling services
- ▶ Special needs support
- ▶ Adult English classes
- ▶ Early childhood education
- ▶ STEAM education
- ▶ Tutoring services
- ▶ Community gathering spaces
- ▶ Mental health support
- ▶ Outdoor educational spaces
- ▶ Cultural immersion programs
- ▶ Indoor recreational facilities
- ▶ Job placement services
- ▶ Parent education programs

# Programming plans for site: Needs and commitments

- ▶ Pre-kindergarten grades (125 seats)
  - Heritage learning model focused on cultural immersion centering Indigenous, Hmong, East/West African and Spanish (MAP grant)
- ▶ Enrichment programming (all ages)
- ▶ Community-based programming
- ▶ American Indian Cultural Center alongside Dakota & Ojibwe language revitalization program (MDE grant)

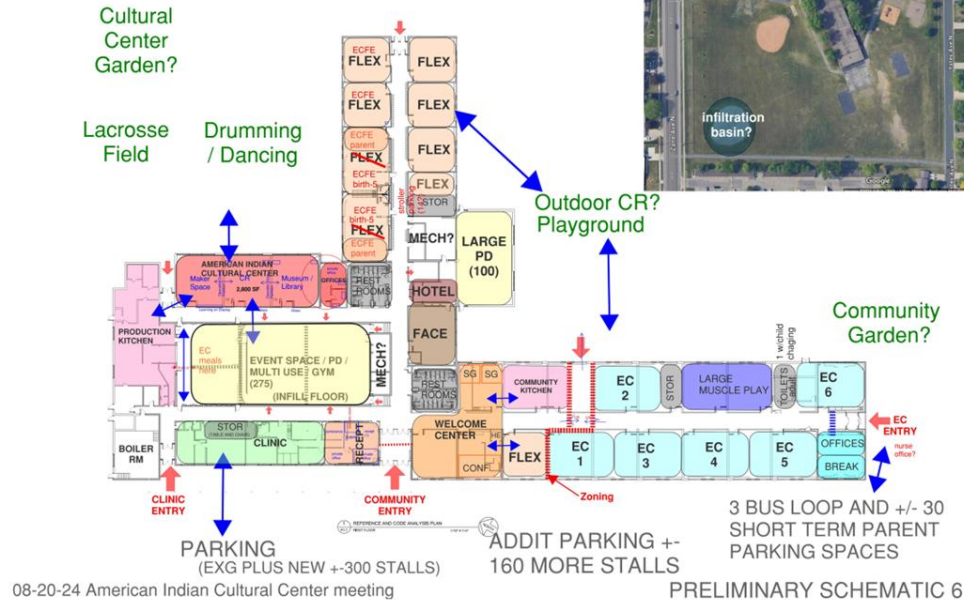
# Multi-use spaces

- ▶ Defining multi-use
- ▶ Current multi-use examples and process
- ▶ Range of spaces on current thinking

# Ideas currently being considered for multi-use

- ▶ FACE-generated opportunities
- ▶ Community group initiatives
- ▶ Staff development and training opportunities
- ▶ Afterschool programming

# Initial thinking presented in Sept



# Revealed during first steps

- ▶ Renovating current building uncovered severe issues
- ▶ Needs (design options, transportation) cannot fully be met with renovating current facility

# Financial pieces for renovating versus rebuilding

- ▶ Renovating not feasible any longer
  - Original budget around \$16 million (LTFM)
  - Costs exceed \$25 million
  - Still have to leave out some options to contain costs
  - Still a 1964 building

# Financial pieces for renovating versus rebuilding

- ▶ Rebuild option:
  - \$27 million for same size building (needs allow for a smaller building than current). Includes demo of existing building.
  - Steps needed from School Board to get funding into the correct “buckets.”
    - Bond dollars would be used instead of LTFM dollars. This is within our authority as a school district.
  - Tax neutral impact
  - Provides a multi-generational reinvestment in the City of Brooklyn Park

# Next steps based on rebuild option

- ▶ Update budget projections based on large bid awards
  - Additional funding still coming
  - No additional tax implications
- ▶ Need to determine an architect
- ▶ Planning needs to begin in February

# Timeline based on new option

- ▶ Construction at Crest View TBD.
- ▶ Crest View staff and students begin their new journeys at transferring schools in **September 2025**.
- ▶ New site to tentatively open **September 2027**.
- ▶ Throughout this change, info will continue to be shared via
  - [district279.org/BetterFuture](https://district279.org/BetterFuture) (improvements to site)
  - [district279.org/Repurposing](https://district279.org/Repurposing) (transition plans for Crest View families and staff)

# Recommendation needed

If new option - *rebuild* - is chosen

- ▶ Conversations will start with architects

If original option - *renovation* - is chosen:

- ▶ \$16 million that doesn't reach programming needs or maximize facility investment; and/or
- ▶ Will need to redetermine status of building

**Administrative recommendation:** rebuild (new option)



**Thank you**

**Osseo Area Schools**

**DRAFT Proposed Board of Education January-June 2025 Agenda/Calendar**

	January	February	March	April	May	June
<b>District Policy</b>			<ul style="list-style-type: none"> <li>Policy Committee Meeting (3/11/25))</li> </ul>			<ul style="list-style-type: none"> <li>Policy Committee Meeting (6/10/25)</li> </ul>
<b>Op Oversight</b>	<p><b>Organizational Meeting (1/7/25)</b></p> <ul style="list-style-type: none"> <li>Swearing in of new board members</li> <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>Enrollment Update</li> <li>Repurpose site Update</li> <li>Draft Vision Card Overview and Update</li> </ul> <p><b>School Board Professional Development 1/14/25)</b></p> <ul style="list-style-type: none"> <li>School Board 1-year through 3-year Governance Work Plan</li> </ul> <p><b>Regular Mtg (1/21/25)</b></p> <ul style="list-style-type: none"> <li>Student presentation: PCSH culinary or construction</li> <li>Student Board Representatives Report</li> <li>Construction contract approvals for new elementary, Woodland, Rush Creek, Basswood, ESC warehouse addition</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (2/11/25)</b></p> <ul style="list-style-type: none"> <li>LRFP Budget Update</li> <li>FY 2025 Mid-Year Budget Update</li> <li>Maple Grove High School construction contract?</li> <li>279Online Update</li> </ul> <p><b>Regular Mtg (2/25/25)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>FY25 Budget Adjustments</li> <li>FY25 Capital Budget Approval</li> <li>Construction contract approvals for middle school science rooms, Edinbrook, Fernbrook</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (3/11/25)</b></p> <ul style="list-style-type: none"> <li>Committee review and processes</li> </ul> <p><b>Regular Mtg (3/18/25)</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>Construction contract approvals for Osseo Senior, ESC warehouse addition</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (4/8/25)</b></p> <ul style="list-style-type: none"> <li>Attendance boundary update</li> <li>Monitoring report C&amp;D</li> </ul> <p><b>Regular Mtg (4/22/25)</b></p> <ul style="list-style-type: none"> <li>Student Board Representatives Report</li> <li>District Planning Advisory Council (DPAC) Recommendations</li> <li>Insurance renewals</li> <li>Construction contract approvals for Fair Oaks and Cedar Island</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> </ul>	<p><b>Work Session (5/6/25)</b></p> <ul style="list-style-type: none"> <li>Supt. Student advisory group (Amy T invite (advisory group to speak at work session – priorities chosen for school year 24-25 and beyond)</li> <li>Achievement &amp; Integration budget review</li> </ul> <p><i>School Board closed session following work session for purpose of supt. evaluation</i></p> <p><b>Regular Mtg (5/20/25)</b></p> <ul style="list-style-type: none"> <li>Retiree recognition</li> <li>Student board rep recognition</li> <li>ECMAC Recommendations</li> <li>Crestview</li> <li>Termination of probationary teachers</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (SM/closed session)</li> <li>Attendance boundary proposal</li> </ul>	<p><b>Work Session (6/10/25)</b></p> <ul style="list-style-type: none"> <li>2025-26 Budget</li> <li>Legislative Update (WS/IO)20-</li> <li>Monitoring Report A, B and E</li> </ul> <p><b>Regular Mtg (6/24/25)</b></p> <ul style="list-style-type: none"> <li>2025-26 Budget</li> <li>10-year LTFM Plan</li> <li>Contract ratifications</li> <li>Negotiations Strategy Meeting (closed session)</li> </ul>
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