



Agenda
Osseo Area Schools
School Board

Regular Business Meeting
Educational Service Center - Forum Room
11200 93rd Ave N
Maple Grove, MN 55369
Tuesday, September 9, 2025
6:00 PM

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

This regular meeting of the School Board of Osseo Area Schools is being conducted in the Board Room of the Educational Service Center, and is open to the public. The meeting can be monitored electronically by streaming online at district279.org/about-us/school-board (Watch Livestream). An archived recording will also be available on the district website.

Agenda Items

1. 6:00 p.m. Welcome and purpose
Thomas Brooks, Board Vice Chair
2. 6:05 p.m. Check in
Dr. Kim Hiel, Superintendent
3. 6:10-6:50 p.m. Crest View Update 2
John Morstad, Exec. Dir. of Finance and Operations; Dr. Bryan Bass, Asst. Supt. of Equity and Achievement; Brian Siverson-Hall, Exec. Dir. of Community Engagement; Lynae Schoen and Artemis Etsen, Wold Architects and Engineers
4. 6:50-7:50 p.m. Monitoring Report A 39
Dr. Bryan Bass, Asst. Supt. of Equity and Achievement; Dr. Jill Kind, Dir. of Learning and Assessment; Amy Tollefson, District Level Principal; Dr. Michael Walker, Dir. of Educational Equity; Sonni Buerskin, Dir. of Student Services
5. 7:50-8:00 p.m. Board Calendar Review 100
Dr. Kim Hiel, Superintendent
6. 8:00 p.m. Adjournment

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



NEW COMMUNITY SCHOOL

OSSEO AREA
SCHOOLS

ISD 279

Board Update

SEPTEMBER 9, 2025



NEW COMMUNITY SCHOOL REVIEW

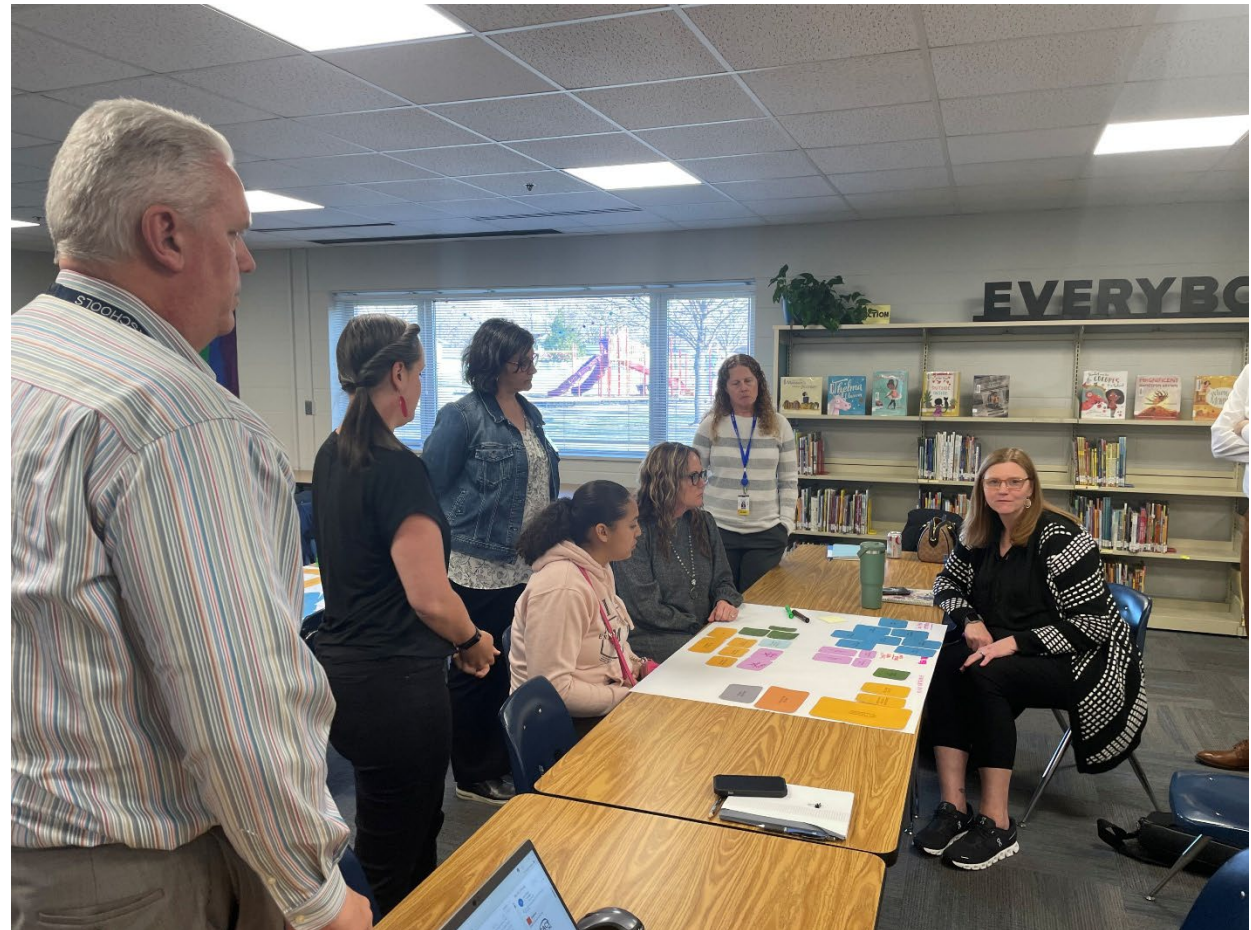
Presenters:

- **John Morstad, Exec Dir of Finance and Operations**
- **Lynae Schoen, Wold Architects**
 - Design process
- **Brian Siverson-Hall, Exec Dir of Community Engagement**
 - Pre-K & Academic Support
- **Dr. Bryan Bass, Assistant Superintendent**
 - Indian Ed, FACE & Professional Development



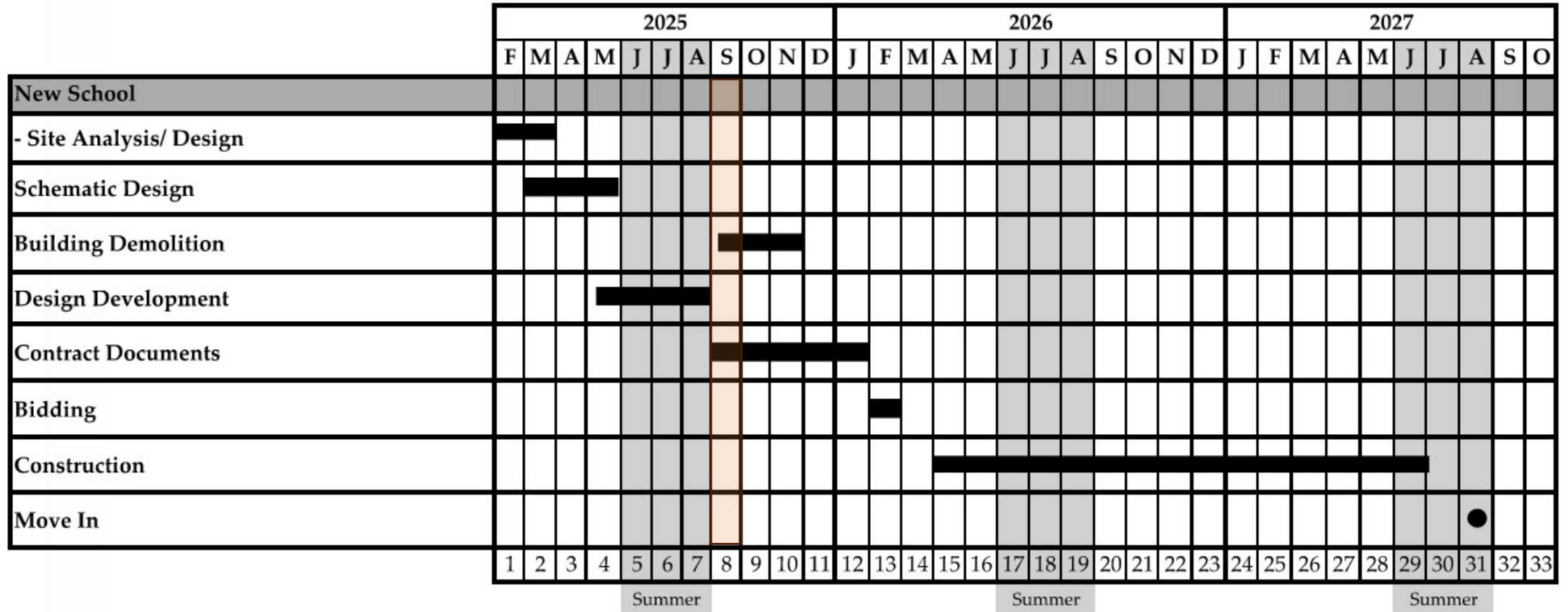
Agenda:

- **Design Development/ Process**
- **Timeline**
- **Community Input**
- **User Input**
- **Anticipated Programming**
- **Crest View Design Update**





NEW COMMUNITY SCHOOL REVIEW SCHEDULE



- Previous Board presentation takeaways:

- **Mandatory Pre-k**
- **After school Programming**
- **Academic Support**
- **Community Opportunities/Partnerships**

- Inter session work

- **Minneapolis Public Schools Heritage ECFE**
- **Site visits to Hugo Elementary, Hacokata Ti Cultural Center, American Indian Magnet School, Dakota Valley Early Learning Center, and Minneapolis YMCA**
- **VPK interviews**
- **Targeted services review**





NEW COMMUNITY SCHOOL REVIEW COMMUNITY INPUT

Core Planning Group:

- (6) Six Meetings/Tours (Spring 2025)
- Core Planning Group Members:
 - Dale Carlstrom
 - John Morstad
 - Cayden Felder
 - Bryan Bass
 - Melissa Carstens
 - Stephen Flisk
 - Gretchen Dullinger
 - Kari Sawyer
 - Vanessa Gill
 - Ethan Neerdaels
 - Rebecca Wong
 - Carrie Cabe
 - Pang Yang
 - Brian Siverson-Hall





NEW COMMUNITY SCHOOL REVIEW COMMUNITY INPUT

Community Input Session:

- Held in April of 2025
- Members of the community were invited to give their input on:
 - Exterior Design Aesthetics / Offerings
 - Interior Design Aesthetics / Offerings
 - Site Design
 - Construction Information

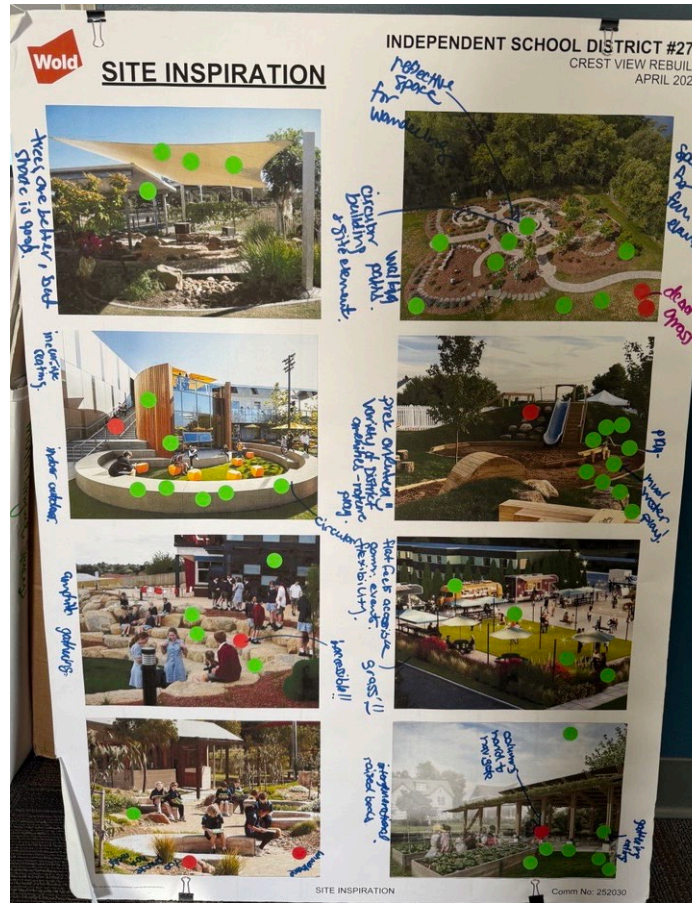




NEW COMMUNITY SCHOOL REVIEW COMMUNITY INPUT



Natural tones, contrasting materials, stepped massing, wood accents



Indoor to outdoor connection, gardens, outdoor seating, places for wandering



Natural color tones, exposed wood, places for display, natural light, warm and welcoming



NEW COMMUNITY SCHOOL REVIEW USER GROUPS

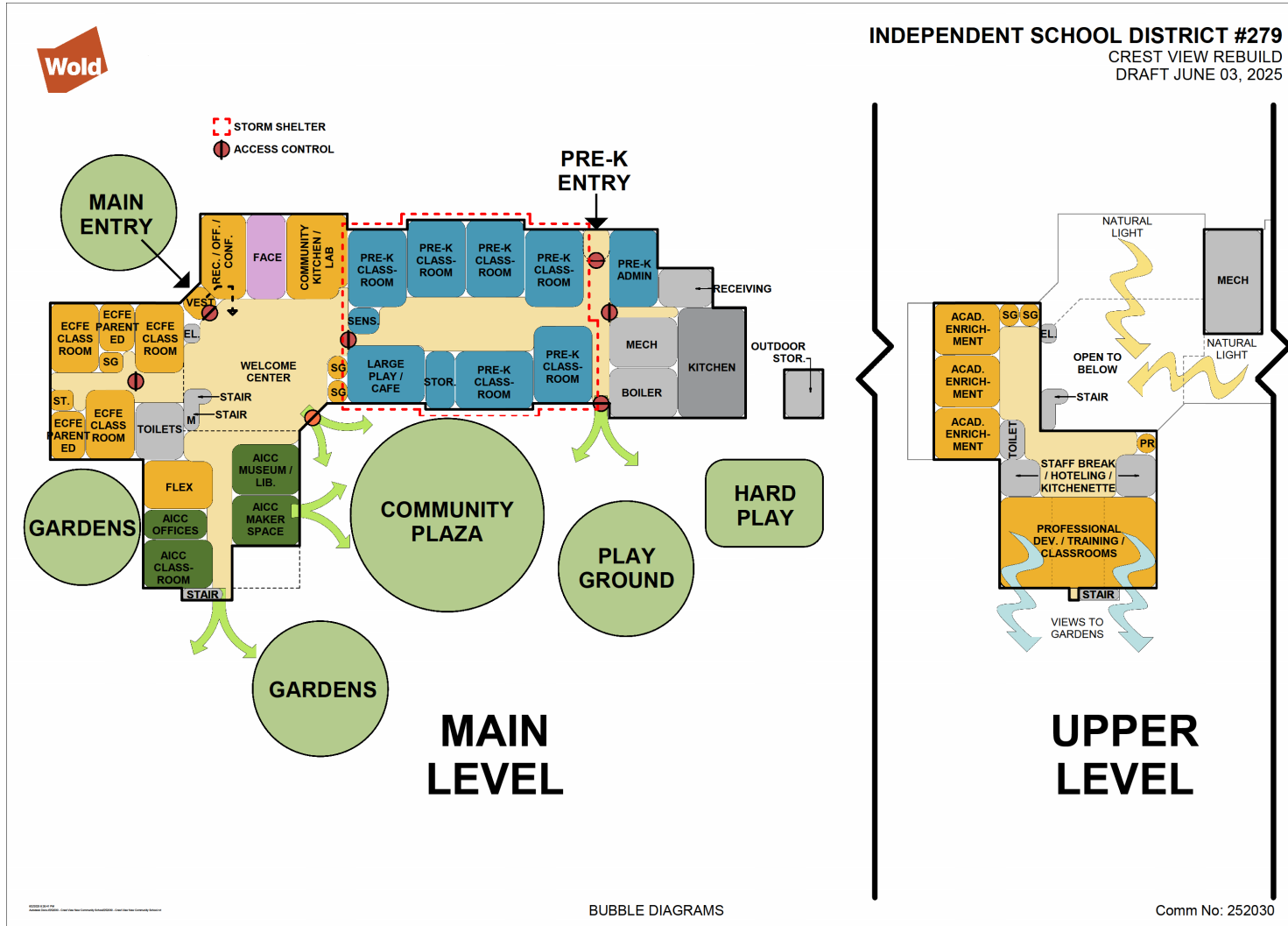
User Groups:

- 2 Rounds (20 meetings)
- Meeting groups:
 - Pre-K
 - ECFE
 - American Indian Education
 - Community Kitchen
 - Professional Development/
Welcome Center
 - Receiving/ Custodial
 - FACE
 - Academic Enrichment





NEW COMMUNITY SCHOOL REVIEW USER GROUPS



- The building will be a **safe** and **welcoming** environment
- The design will be **inclusive** of all **different cultures** in the community ‘**Of the Community**’
- The design will be **fun**, **open** and **comfortable** for all
- Indoor and outdoor spaces will provide places for **intergenerational** and **multicultural learning**
- **Natural light** is to be maximized throughout the facility
- The outdoor environment will feel **welcoming**, and **harmonious** with the building, site assets will be forward facing and accessible to the surrounding community, providing active play, recreation, and learning opportunity resources
- Aesthetic to be **universal** and utilize natural materials
- Building and programmed **outdoor features should be prominent** as you approach the building



NEW COMMUNITY SCHOOL REVIEW GUIDING PRINCIPLES

- A place that celebrates the multi-cultural community and a hub for access to community partnerships & resources
- The project will create infrastructure that enables users to shape and share meaningful cultural heritage experiences, including art, food and community.
- The project will be attractive by creating places people want to be – spaces that are inviting, inspiring and have a strong, unique identity
- The building and site will have interactive learning experiences for students and visitors.

Anchor Programming:

- ECFE Pre-k
- VPK
- American Indian Education
- FACE

Dynamic Programming Examples:

- **Community Kitchen**
- **Professional Development**
- **Academic Support Space**
 - **Summer Targeted Services & Freedom Schools**
 - **Tutoring and Credit Recovery**
- **Welcome Center**
- **Community Partnerships**





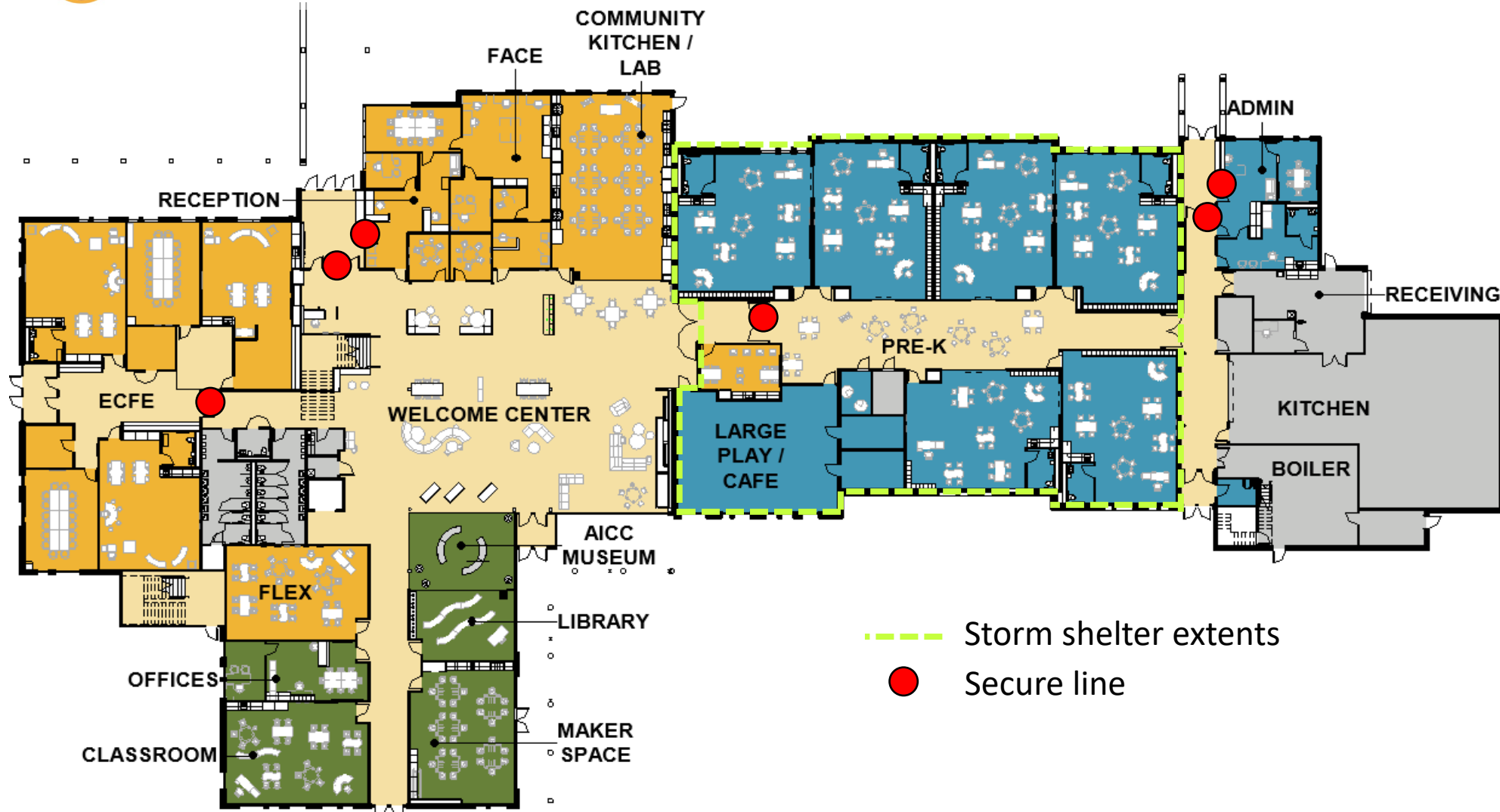
NEW COMMUNITY SCHOOL REVIEW SITE DIAGRAM





NEW COMMUNITY SCHOOL REVIEW

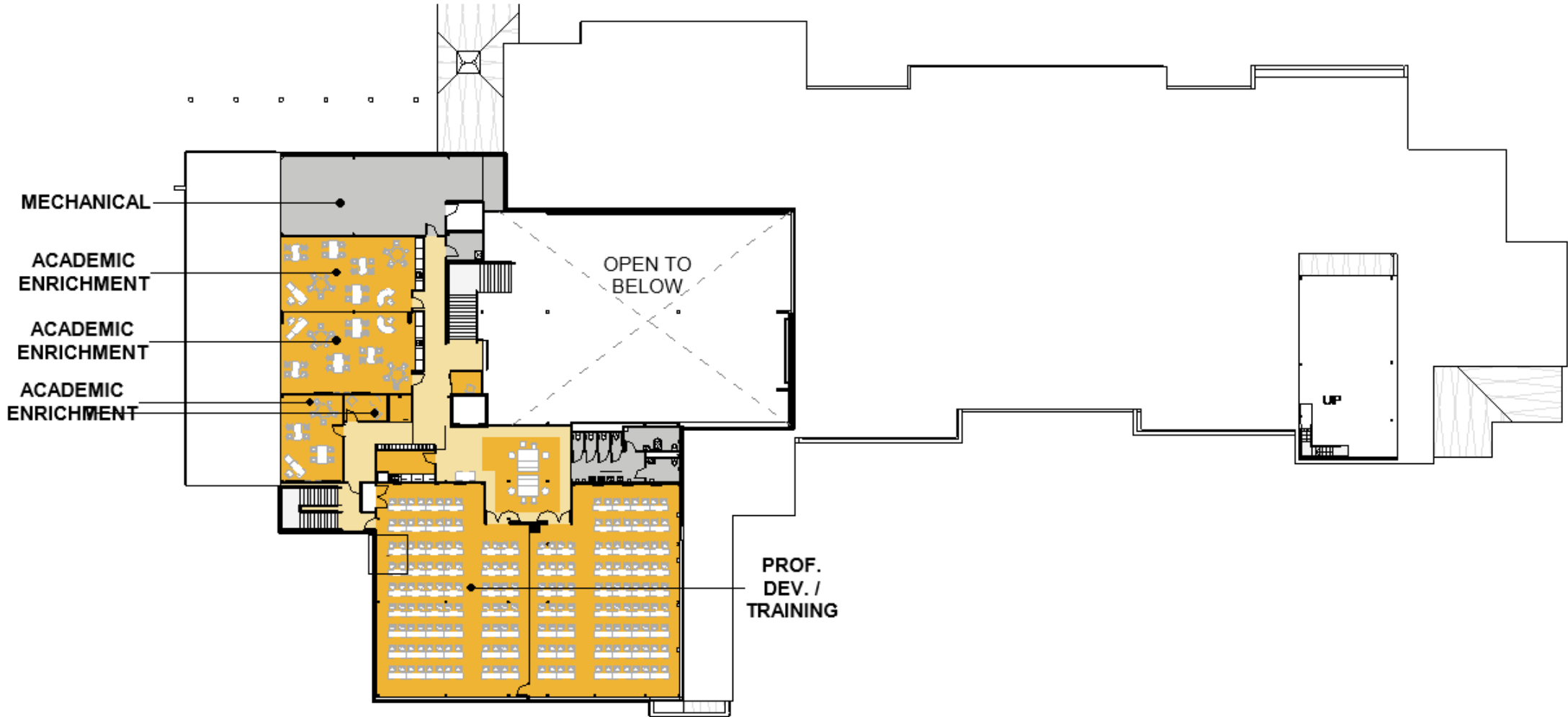
MAIN LEVEL





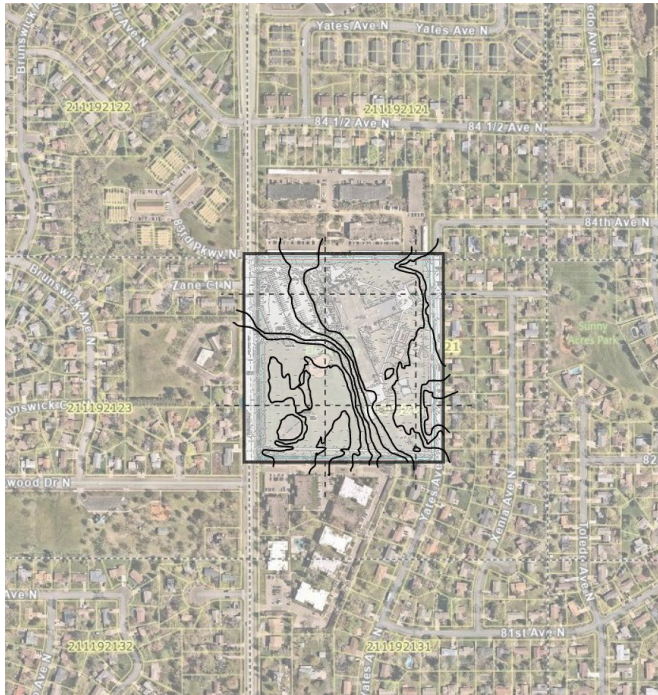
NEW COMMUNITY SCHOOL REVIEW

UPPER LEVEL





NEW COMMUNITY SCHOOL REVIEW DESIGN CONCEPT



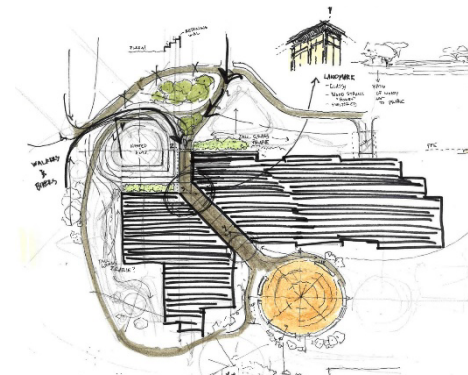
Natural topography in an urban environment



Activated outdoor spaces



Natural, warm, earth tone materials



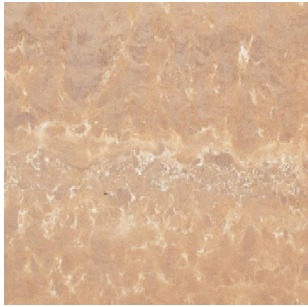
Integration of indoor and outdoor spaces



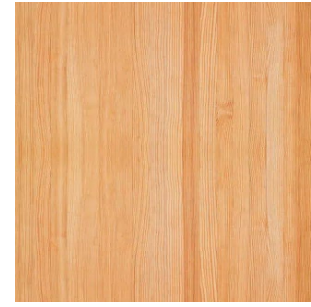


NEW COMMUNITY SCHOOL REVIEW

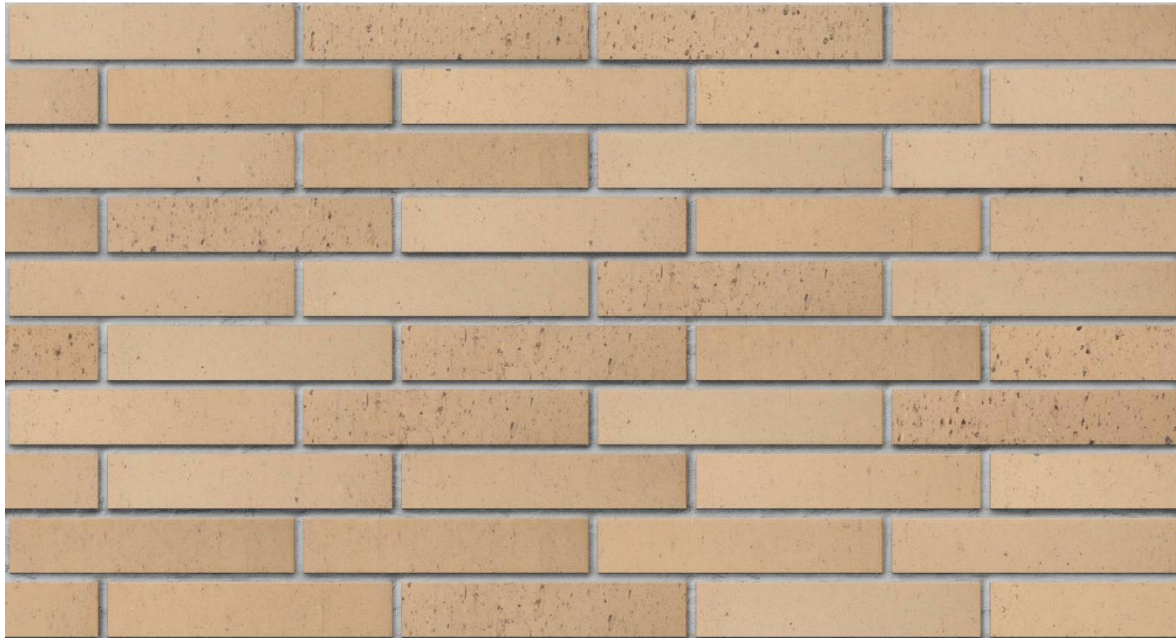
EXTERIOR MATERIALS



DOLOMITIC LIMESTONE WHITE/ BEIGE



GLU-LAM TIMBER



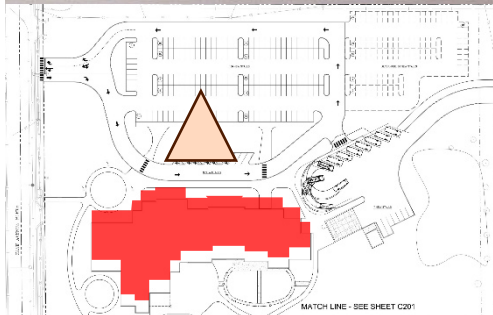
GOLDEN BUFF VELOUR/SMOOTH



DARK ANODIZED ACM



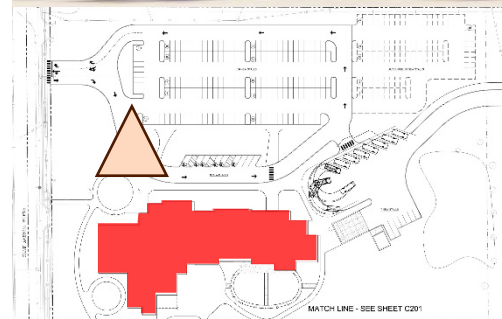
NEW COMMUNITY SCHOOL REVIEW EXTERIOR RENDERS



View from Parking Lot



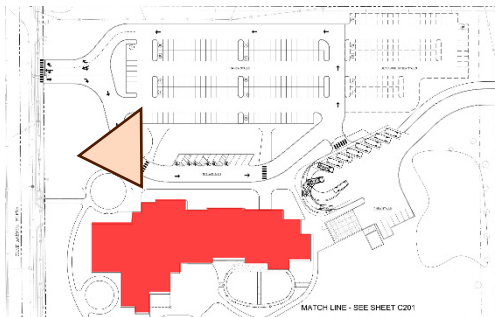
NEW COMMUNITY SCHOOL REVIEW EXTERIOR RENDERS



View of front entry



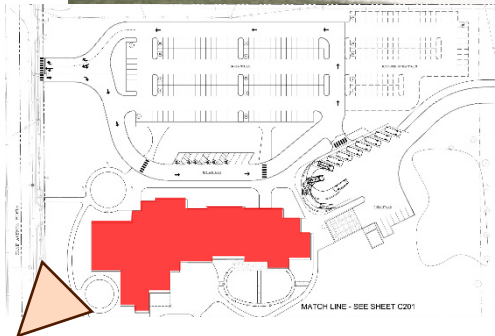
NEW COMMUNITY SCHOOL REVIEW EXTERIOR RENDERS



View of front entry



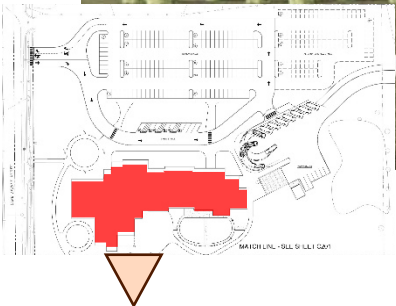
NEW COMMUNITY SCHOOL REVIEW EXTERIOR RENDERS



View of professional development



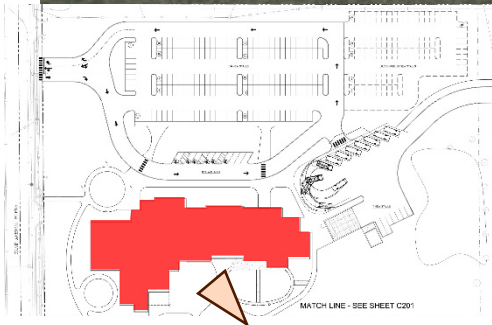
NEW COMMUNITY SCHOOL REVIEW EXTERIOR RENDERS



View of professional development and AICC Classrooms



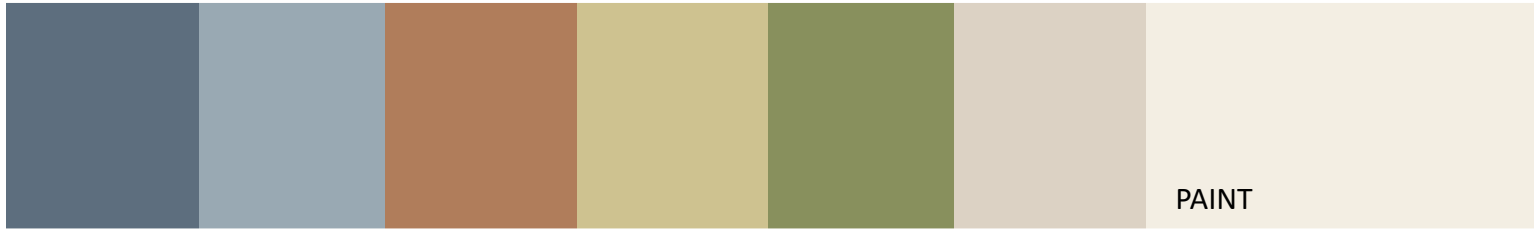
NEW COMMUNITY SCHOOL REVIEW EXTERIOR RENDERS



View of community plaza, AICC maker space, and professional development



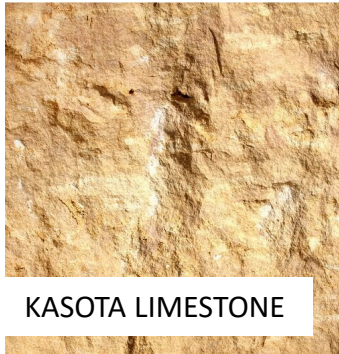
NEW COMMUNITY SCHOOL REVIEW INTERIOR MATERIALS



PAIN



NATIVE MAPLE WOOD TONES



KASOTA LIMESTONE



NATIVE GRANITE



CPT



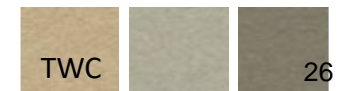
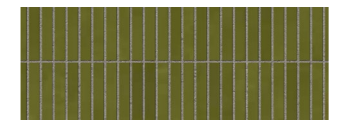
PTILE



LVT



CTILE



TWC



NEW COMMUNITY SCHOOL REVIEW

INTERIOR RENDERS – ENTRY



Entry vestibule and welcome desk



NEW COMMUNITY SCHOOL REVIEW

INTERIOR RENDERS – WELCOME CENTER



Welcome Center



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – WELCOME CENTER



Welcome Center



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – WELCOME CENTER



Welcome Center



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – WELCOME CENTER



Welcome Center



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – AICC



AICC Museum/ Library



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – PRE-K



Pre-K Flex



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – PRE-K CLASSROOM



Pre-K Classroom



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – ECFE CORRIDOR



ECFE Corridor



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – PROF. DEVELOPMENT



Hoteling Space



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – PROF. DEVELOPMENT



Training/ Professional Development



NEW COMMUNITY SCHOOL REVIEW INTERIOR RENDERS – PROF. DEVELOPMENT



Professional Development



**Osseo Area
Schools**

Vision Card Update: Strategic Direction A

Tuesday, September 9, 2025

Dr. Bass, Sonni Buerskin, Dr. Kind, Amy Tollefson, Dr. Walker



Presentation Outcomes

- learn about and discuss the data measures for the high priority initiatives for Strategic Direction A; and
- explore the enhanced alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

Vision Cards serve as critical data points toward the realization of the district's mission.



MISSION

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

VISION

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

CORE VALUES

HONOR AND
INTEGRITY

BELONGING

INCLUSION

INNOVATION AND

EXCELLENCE

TRANSPARENCY

INTRINSIC VALUE

Continuous Improvement Magnifier



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

3 Cs to align work

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

System Strategy Snapshot

Strategy-Level Summary Scorecards: Direction A

Purpose: Summarize the set of core strategies within each priority and strategic direction, and map those strategies to the key process and outcome measures the system is focused on improving

DIRECTION A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation, and engagement.									
Priority	Expected Outcome	Strategies	Related Measures		Cost & Implementation				
			Process Measures	Outcome Measures	Students Served	Grade Levels	Total Campuses	SY 24-25 Budget	\$PP
AI. Implement the conditions that respect and value each and every scholar's race, culture and identity.	Increase students' sense of safety, belonging, and inclusion:	Tier 1 SEL Curriculum Implementation (Harmony and Character Strong)	Learning Walks	Student Survey	20,500	PK-12	25	PK-5 Free 6-12 \$13,589	\$0.66
		Positive Behavior Intervention Supports (PBIS) District Behavior Specialist (DBS) Program	Tiered Fidelity Inventory at 70% Quarterly data review	Increase in Non-exclusionary disciplinary actions 92% of students maintain their federal setting Student Stakeholder Survey (Belonging, Help, Trusting Adults) Equimetrics (Diversity, Equity, and Inclusion) Family Stakeholder Survey	20,500	PK-12	25		

System Strategy Snapshot

Strategy-Level Summary Scorecards: Direction E

Purpose: Summarize the set of core strategies within each priority and strategic direction, and map those strategies to the key process and outcome measures the system is focused on improving

DIRECTION E: Address, acknowledge, and reduce system disparities, barriers and inequities as we lead, develop, and align our district toward continuous improvement									
Priority	Expected Outcome	Strategies	Related Measures		Cost & Implementation				
			Process Measures	Outcome Measures	Students Served	Grade Levels	Total Campuses	SY 24-25 Budget	\$PP
E2. Apply evidence from multiple data sources to drive rigorous system improvement.	100% of sites will complete at least one Equity Transformation Cycle (ETC) during the 2025-2026 school year	Implementation of the Equity Transformation Cycle Site/Department Leadership Coaching	<ul style="list-style-type: none"> Equity Team Charters Monthly Equity Team Agendas Percentage of Site Participation in E-Team Seminar 	Percentage of Site Documentation & Evaluation of the Equity Transformation Cycle	N/A	N/A	N/A	N/A	N/A

STRATEGIC DIRECTION

Priority: What is most important to focus on within the strategic direction

Expected Outcome: What we hope will happen if we focus on the priority.

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

Process Measures: Implementation Measures

Outcome Measures: Impact Measures



**Osseo Area
Schools**

Strategic Direction A

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

STRATEGIC DIRECTION A

Priority: Implement the conditions that respect and value each and every scholar's race, culture and identity.

Expected Outcome: Increase students' sense of safety, belonging, and inclusion:

Strategy: Tier 1 SEL Curriculum

Strategy: PBIS

Process Measures: Tiered Fidelity Inventory

Outcome Measures: Increase in non-exclusionary disciplinary actions

Priority and Strategic Connection

Priority	Strategies
A1. Implement the conditions that respect and value each and every scholar's race, culture and identity.	Tier 1 SEL Curriculum Implementation (Harmony and Character Strong)
	Positive Behavior Intervention Supports (PBIS)
	District Behavior Specialist (DBS) Program

Measures

Process Measures (Implementation)

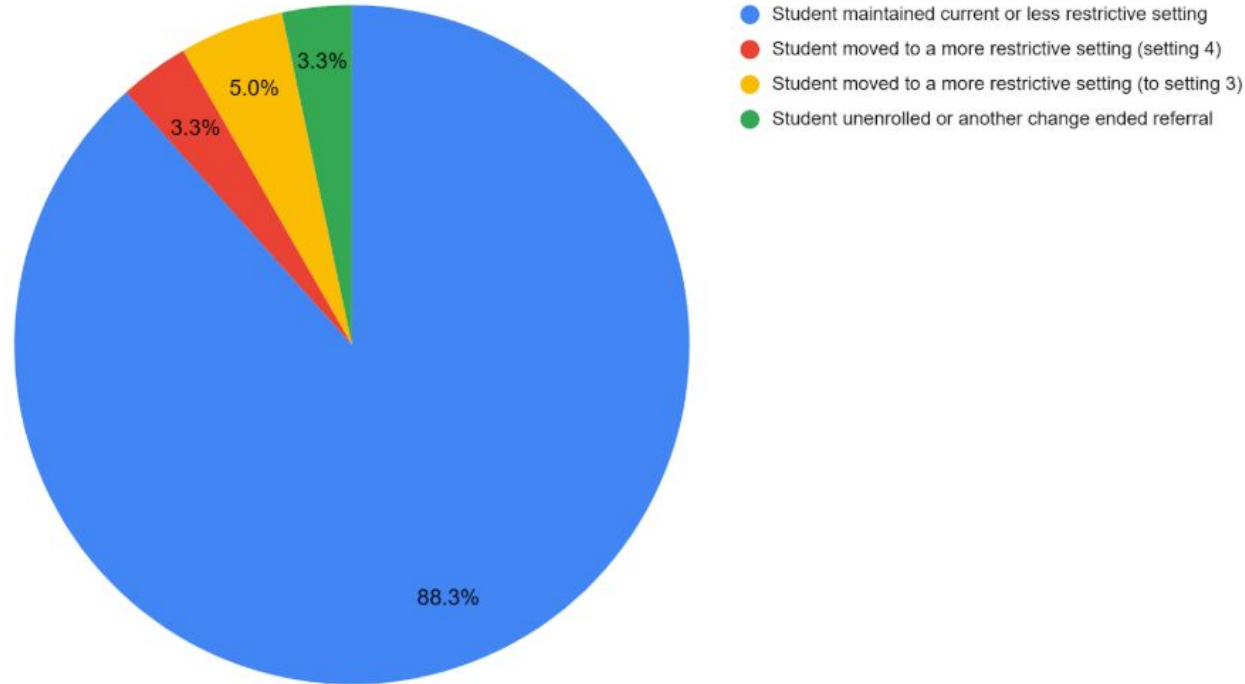
- **Learning Walks**
- **Tiered Fidelity Inventory**
- **Quarterly Data Review**

Outcomes Measures (Impact)

- Increase in Non-exclusionary disciplinary actions
- 92% of students maintain their federal setting
- Student Stakeholder Survey (Belonging, Help, Trusting Adult)
- Family Stakeholder Survey
- **Non Exclusionary disciplinary actions**

District Behavior Specialist Program

Student Specific Referrals(full and consult) outcomes



Non-Exclusionary Discipline Practices



- **No dismissals in early learning & K-3**
- **Expulsion/exclusion used only as a last resort**
- **Use of non exclusionary discipline**
 - Working with families and community supports
 - Creating a written plan with parents/guardians
 - Referring to needed services and supports

Non-Exclusionary Discipline Practices: K-12

Policies and practices that are alternatives to dismissing a pupil from school including but not limited to:

- positive behavior interventions and supports
- social and emotional services
- school-linked mental health services
- counseling services
- social work services
- academic screening for Title 1 services or reading interventions
- alternative education services.

121A.41 Subd 12. NON-EXCLUSIONARY DISCIPLINE POLICIES AND PRACTICES; ALTERNATIVES TO PUPIL REMOVAL AND DISMISSAL

Non-Exclusionary Discipline Practices

Working with families and community supports	<ul style="list-style-type: none">● Parent caregiver contact and/or conference
Creating a written plan with parents/guardians	<ul style="list-style-type: none">● Learning plan● Alternative to suspension
Referring to needed services and supports	<ul style="list-style-type: none">● Check in - check out● Restorative practices● Counselor or social worker referral● Case manager consult (students that receive specialized services)● Behavior Threat Assessment

Equimetrics-Diversity, Equity and Inclusion

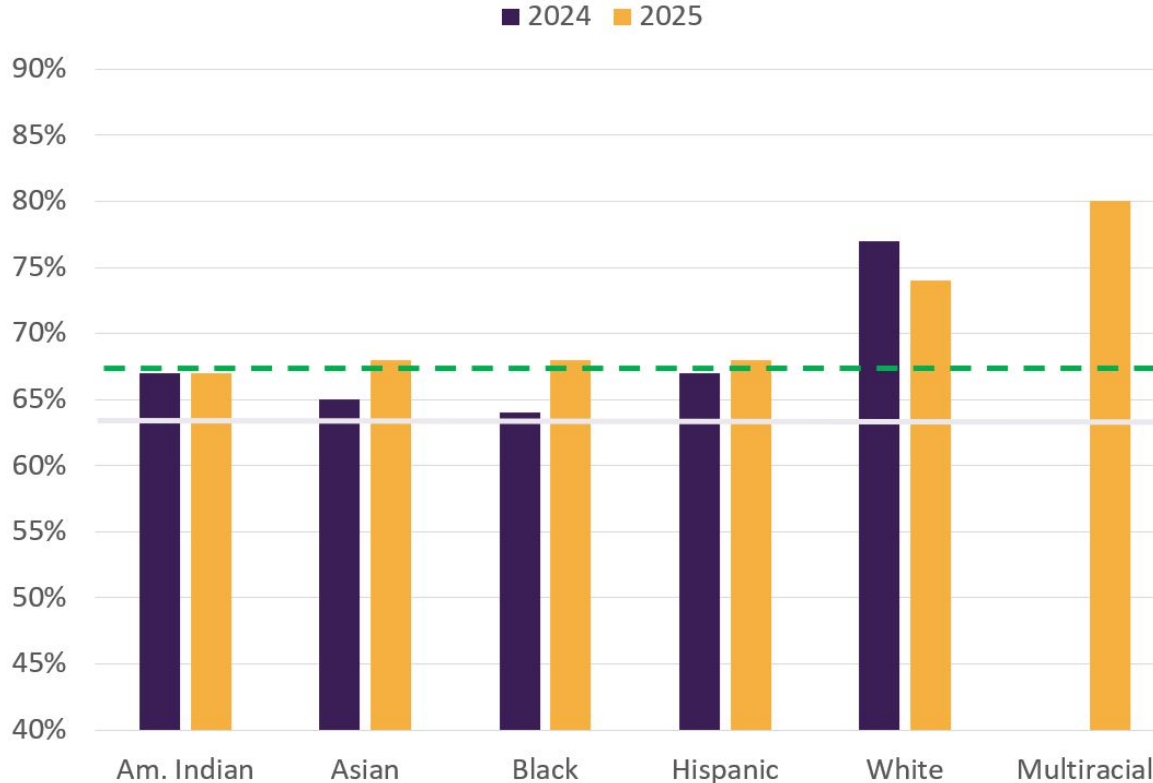
Scales and Questions	2021	2022	2023	2024	2025
Diversity	58.3	57.9	64.0	66.8	69.2
01. My organization actively promotes diversity (within the organization).	66.7	66.3	73.1	75.0	78.6
02. My organization actively promotes diversity with partners, vendors and other stakeholders (outside the organization).	52.0	50.7	55.7	59.3	62.1
03. My organization seeks diversity in our hiring practices.	61.6	62.9	68.3	70.9	72.8
04. In my work group, we have varying backgrounds and/or experiences among team members.	52.8	51.6	59.1	62.0	63.5
Equity	57.6	55.3	59.2	61.2	64.4
05. My organization creates equal access to resources for underrepresented populations.	62.0	60.3	62.9	66.1	68.1
06. My organization creates equal access to opportunities for underrepresented populations.	61.0	58.6	61.6	64.0	69.8
07. In my organization, underrepresented populations are supported.	61.3	58.6	63.2	62.6	64.7
08. In my work group, we have proportional representation and participation in all activities.	45.7	43.9	49.1	52.2	54.8
Inclusion	64.8	61.5	66.5	68.0	73.0
09. In my organization, people are included, regardless of background or experience.	65.8	64.5	67.5	70.2	74.6
10. My organization supports me to share my own unique ideas and suggestions.	60.3	57.2	61.8	64.4	71.8
11. In my work group, we regularly share ideas and learn from other backgrounds and experiences.	64.8	60.9	67.3	67.0	71.6
12. I have a person or group that is a source of support or advocacy in my organization.	68.4	63.5	69.4	70.2	73.9

Student Survey Results

Scales and Questions	2024	2025
<i>Belonging</i>	71%	73%
At my school, teachers care about students.	85%	85%
I am comfortable sharing my thoughts and ideas at school.	61%	63%
I build friendships with other people.	75%	76%
I feel like I belong at school.	69%	71%
I feel respected at school.	68%	72%
<i>Help</i>	76%	78%
I have what I need to be successful at school.	86%	87%
An adult at school has talked to me about how I am doing in my classes.	64%	66%
If I have problems at school, the adults listen to me and help me.	78%	79%
If I have a problem, I have at least one adult at school that I can turn to.	77%	78%
<i>Trusting Adults</i>	81%	82%
The school rules are fair.	69%	69%
I can count on the adults at my school to help me learn and achieve.	82%	83%
Adults treat me with respect.	83%	85%
Adults in this school care about me.	81%	81%
Adults in my school trust me.	82%	84%
Adults in my school believe I can learn and will be successful.	87%	88%

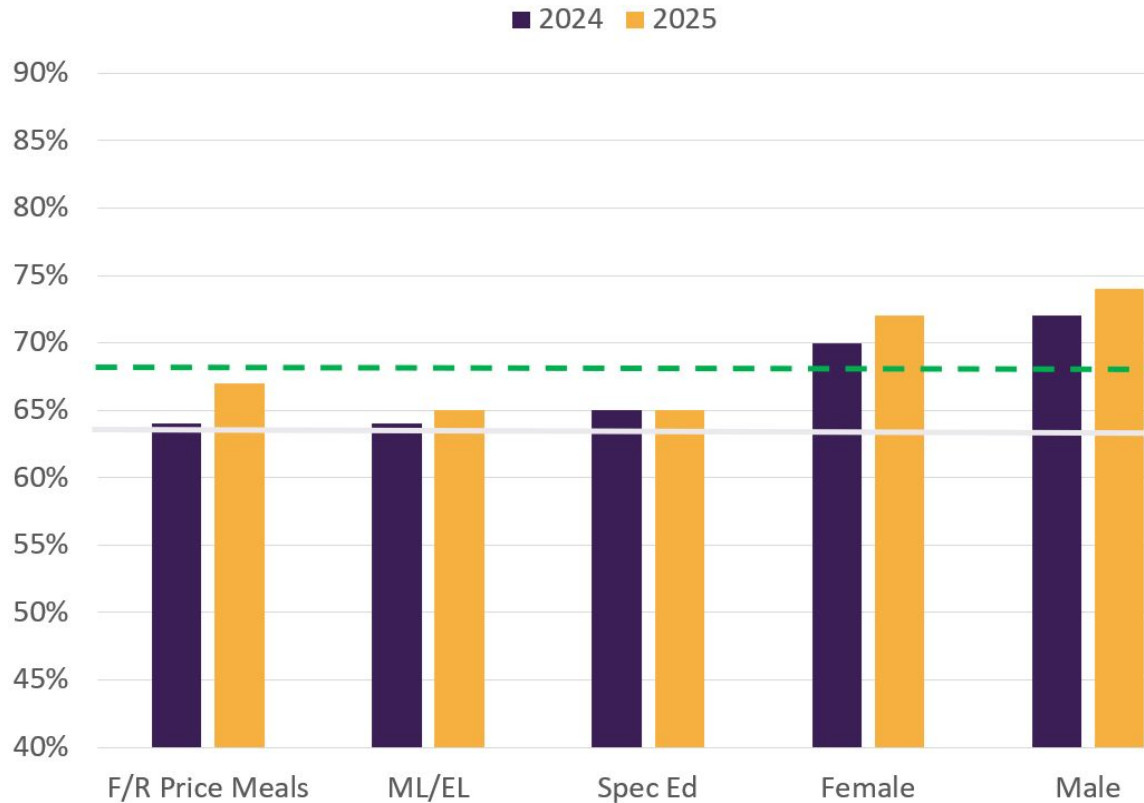
Student Survey-Belonging

% responding positively



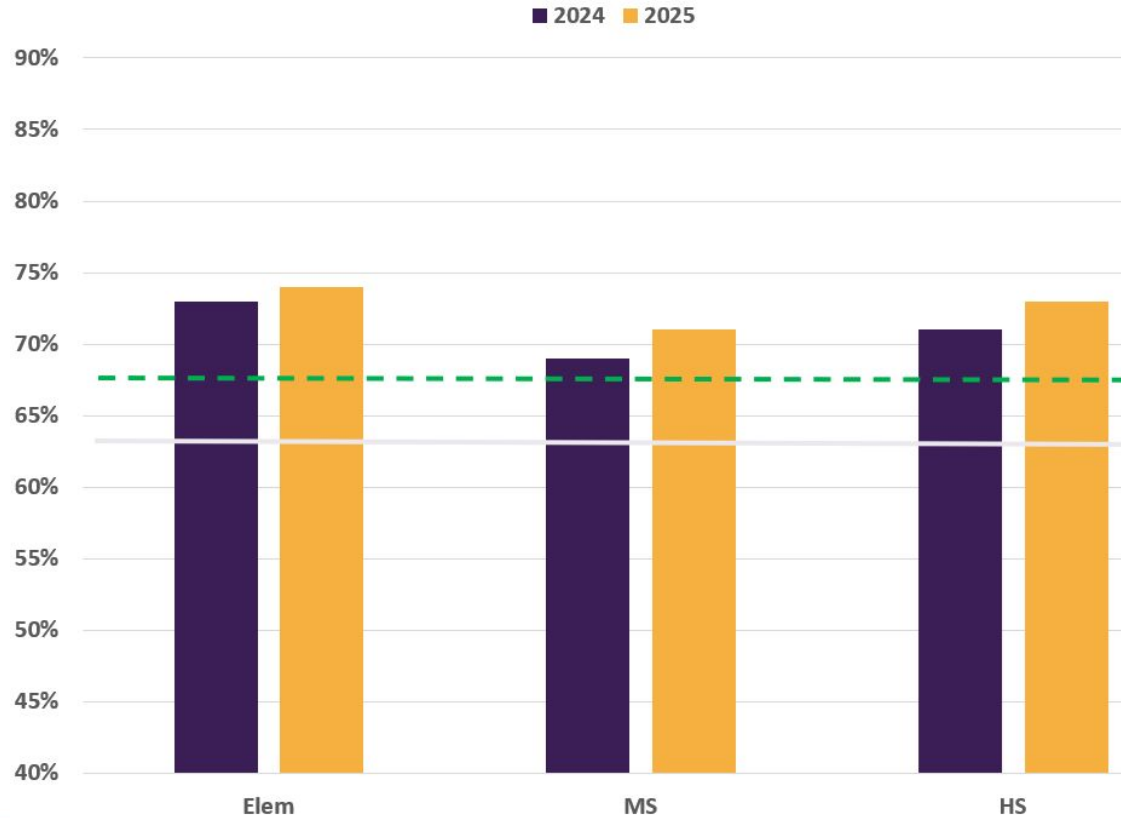
Student Survey-Belonging

% responding positively



Student Survey-Belonging

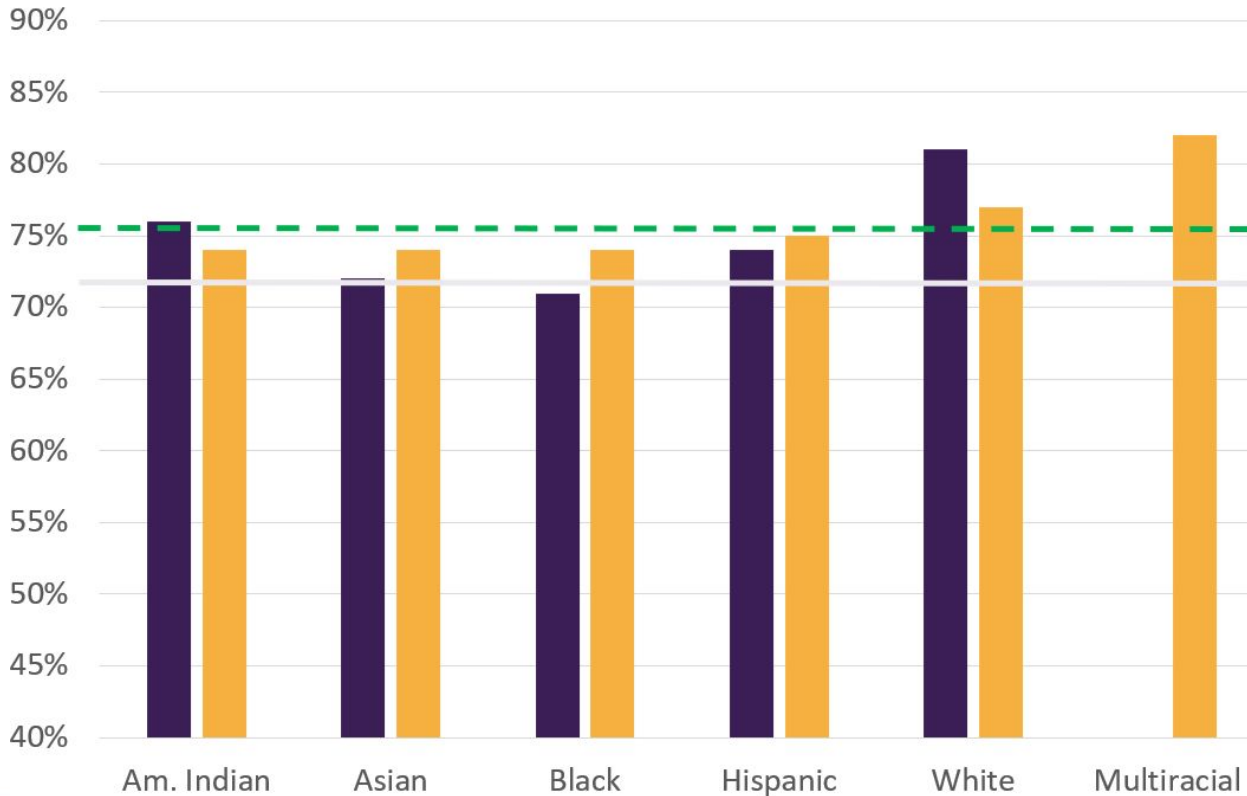
% responding positively



Student Survey-Help

■ 2024 ■ 2025

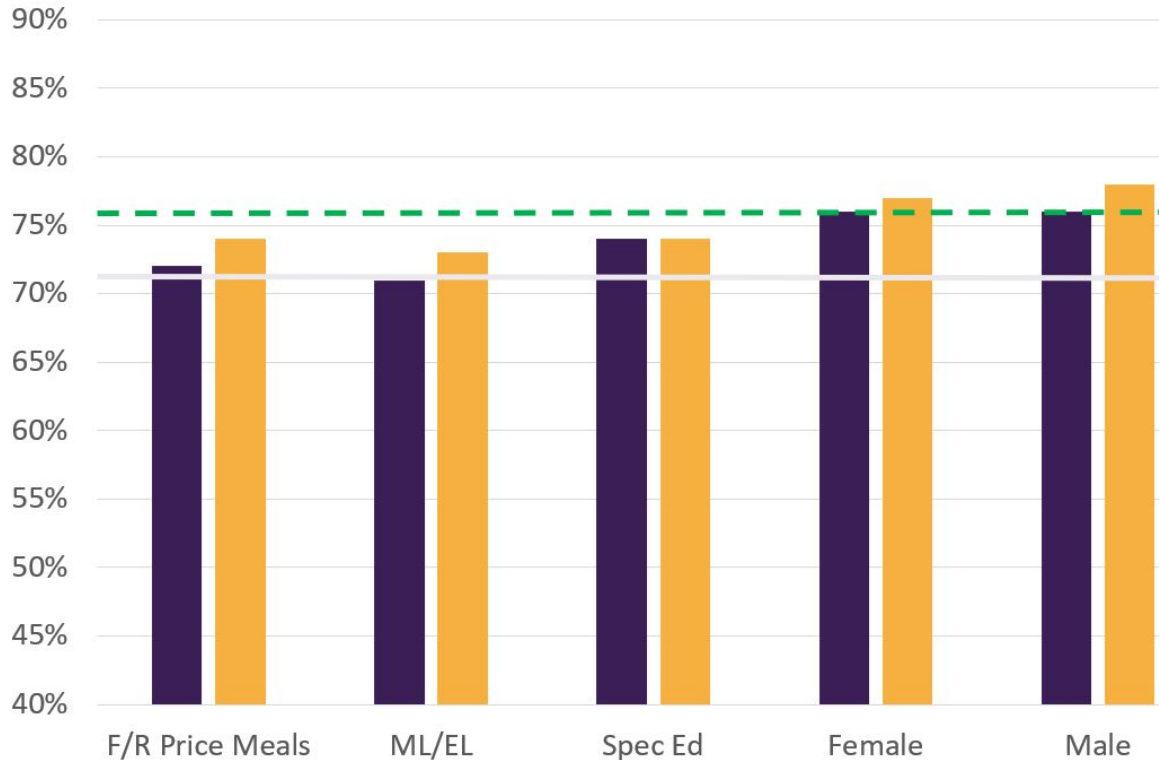
% responding positively



Student Survey-Help

% responding positively

■ 2024 ■ 2025



Student Survey-Help

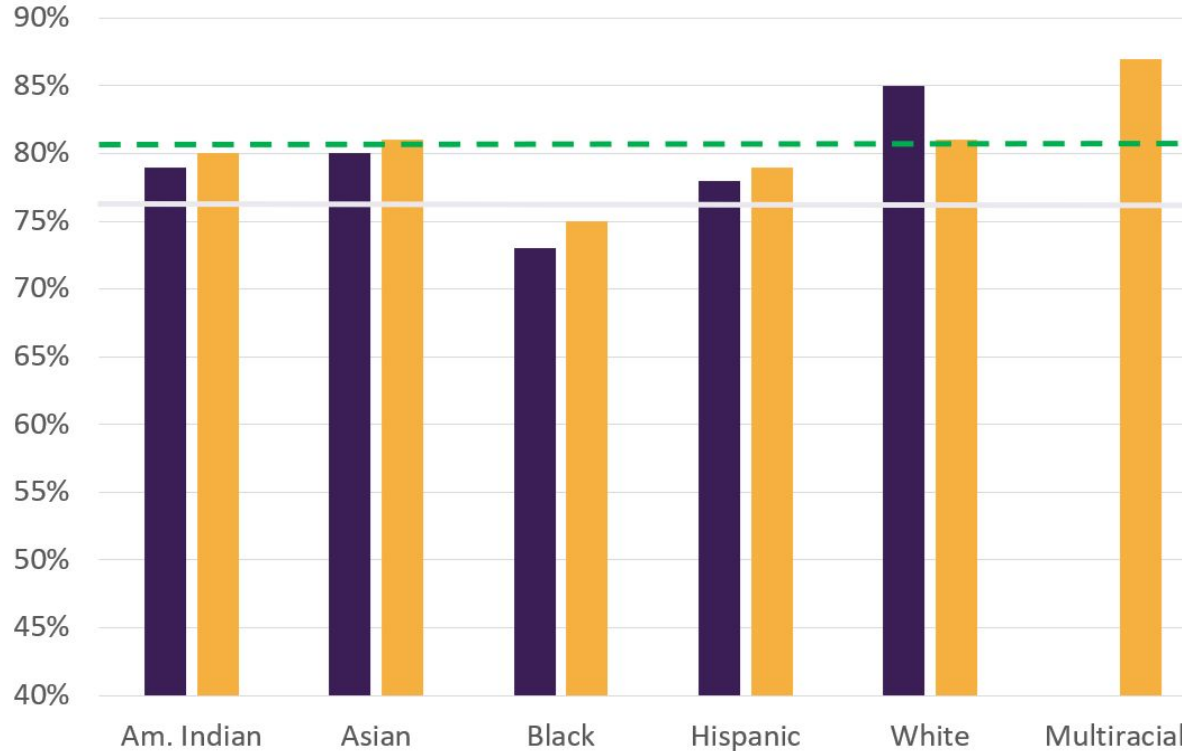
% responding positively



Student Survey-Trusting Adults

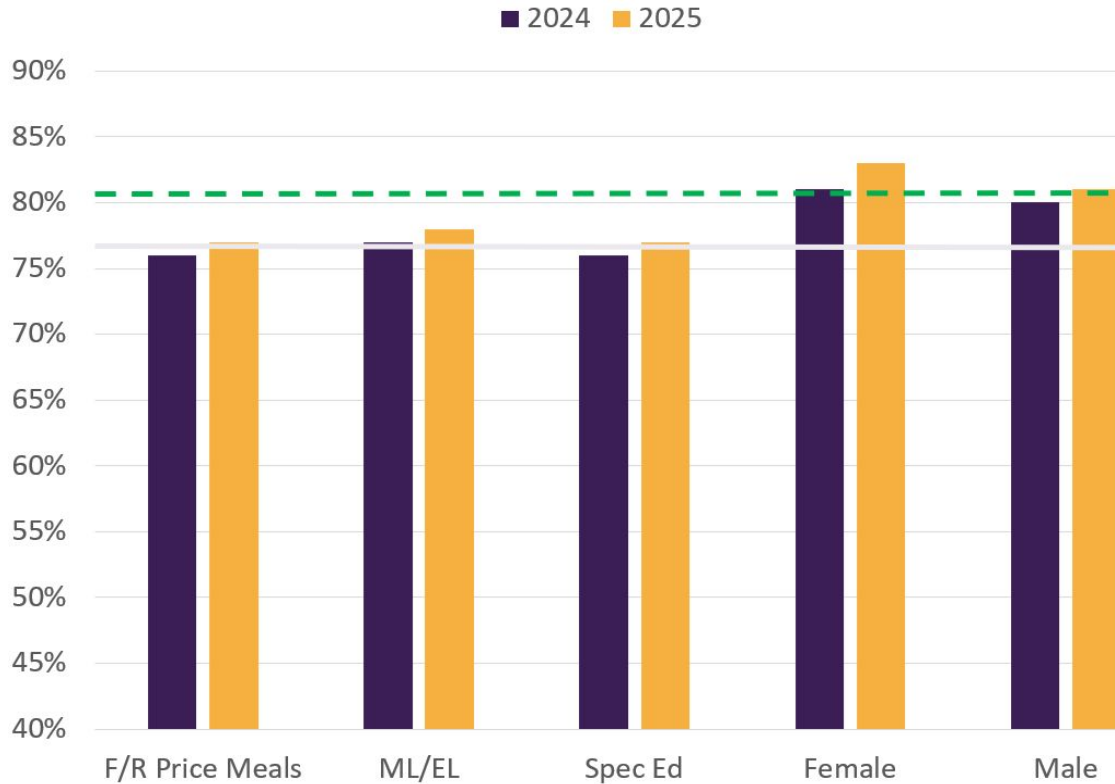
% responding positively

■ 2024 ■ 2025



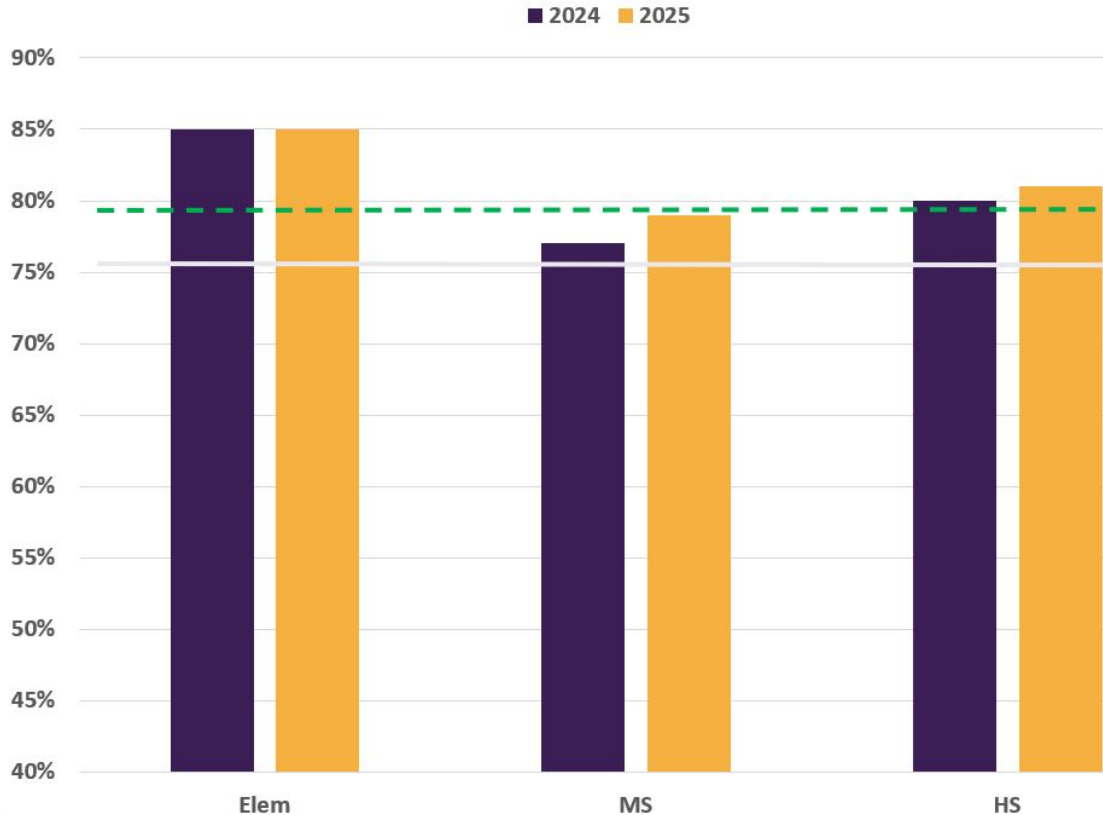
Student Survey-Trusting Adults

% responding positively



Student Survey-Trusting Adults

% responding positively



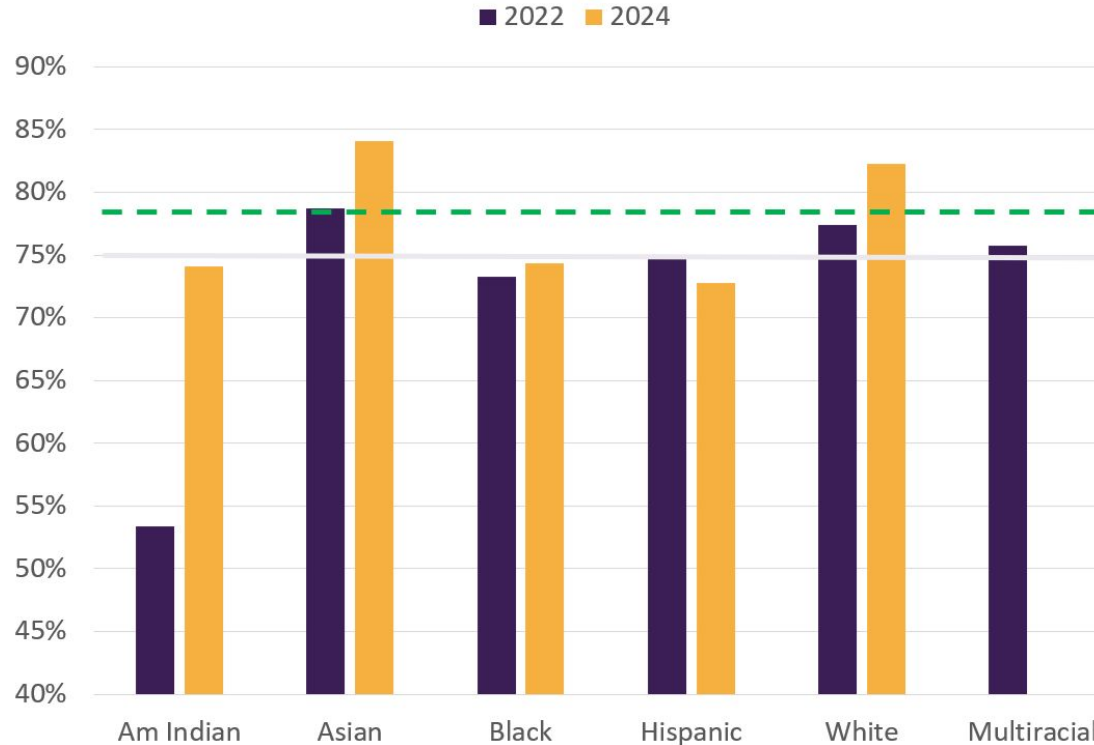
Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively

	2022	2024
My scholar feels emotionally safe in the school environment.	80%	81%
My scholar feels physically safe in the school environment.	82%	86%
School staff treat my scholar with respect.	89%	92%
My scholar experiences positive representation of their identity in their school environment.	83%	86%
My scholar experiences positive representation of their culture in their school environment.	77%	79%
My scholar's cultural history is represented accurately in the curriculum.	65%	70%
My scholar has opportunities to influence their learning experience.	66%	74%
My scholar sees how their learning connects to the real world.	65%	69%

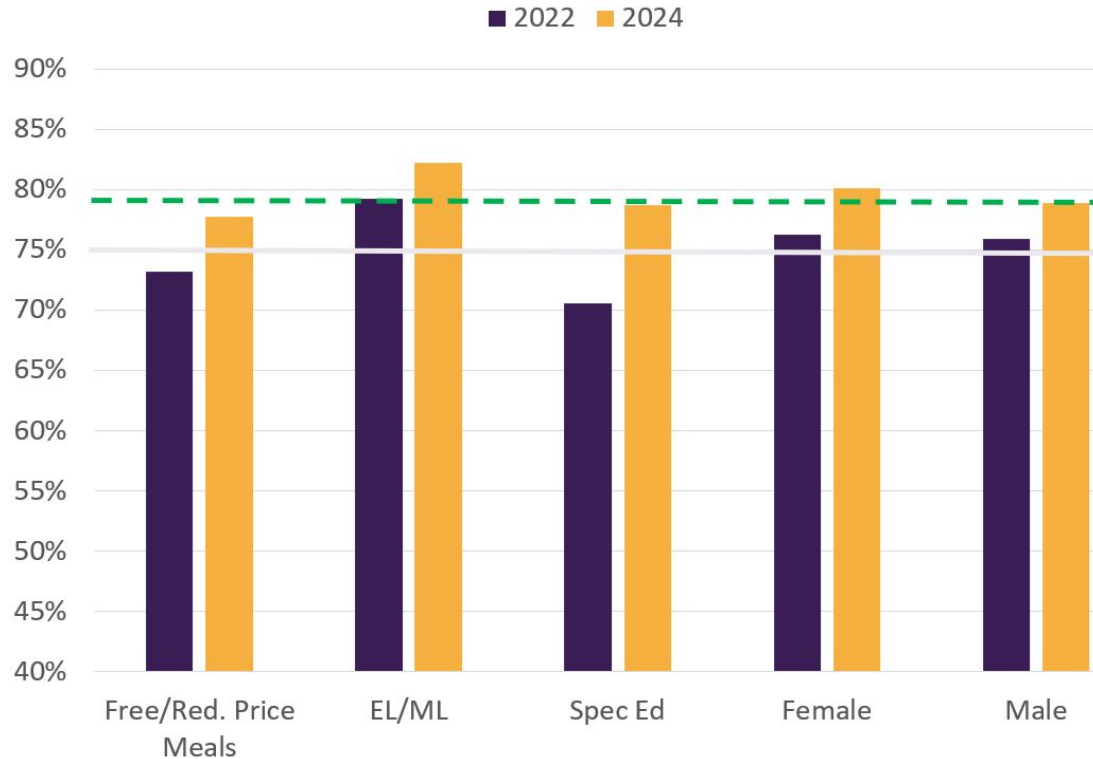
Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively



Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively



Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments

% responding positively





Pause and Process

- Do the measures clearly communicate our progress out and up to the board and community?
- What could strengthen the community connection?

Continuous Improvement Magnifier

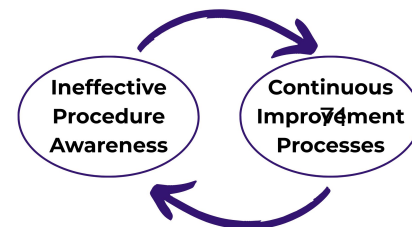
E1. What are the **ineffective procedures** which create disparities, barriers, and inequities?

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?



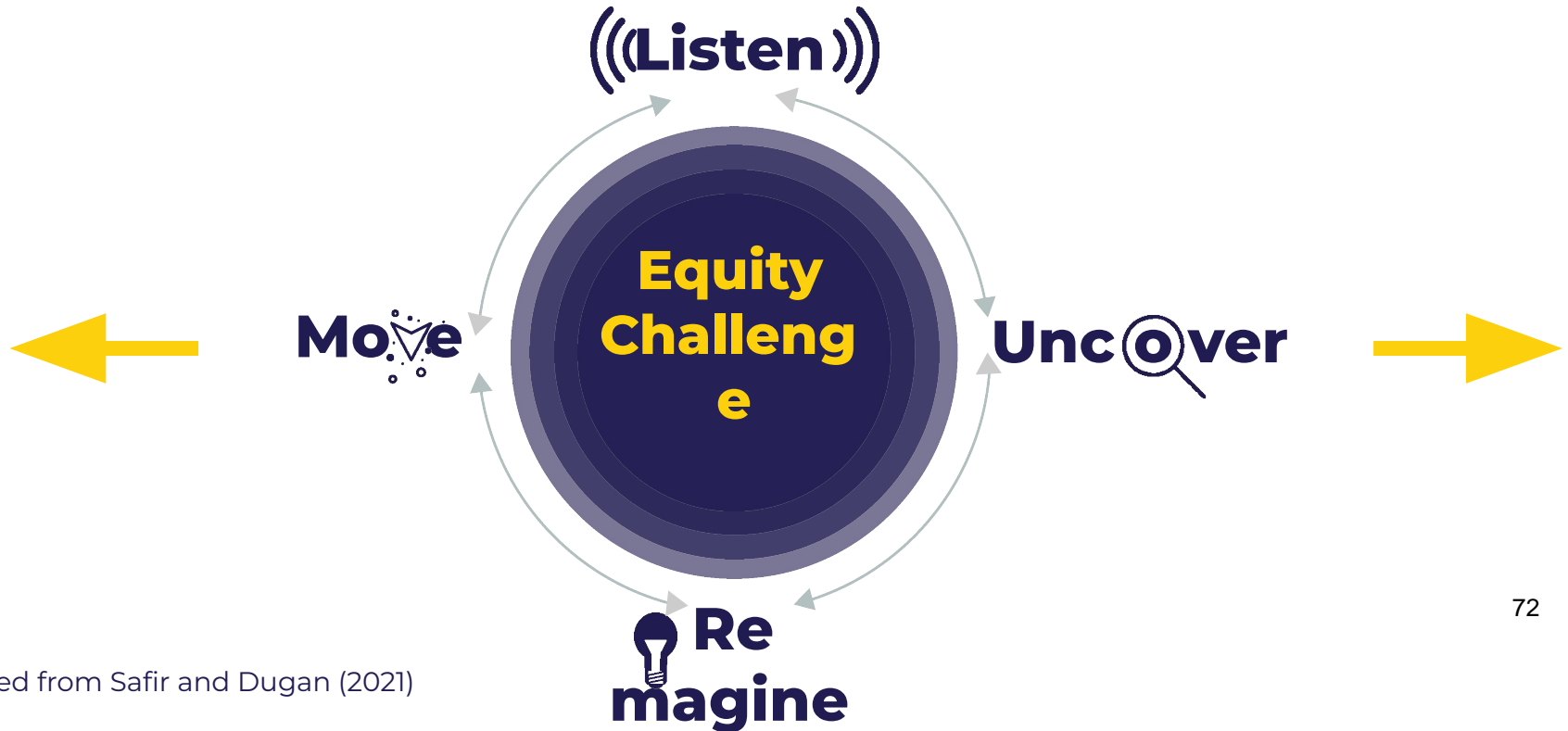
Continuous Improvement Magnifier

Priority	Strategies
E2. Apply evidence from multiple data sources to drive rigorous system improvement.	Implementation of the Equity Transformation Cycle Site/Department Leadership Coaching



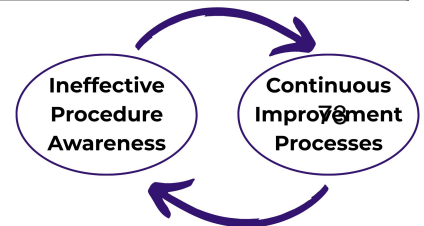
E-Team Seminar Focus

Equity Transformation Cycle in Action



Measures

Process Measures (Implementation)	Outcomes Measures (Impact)
<ul style="list-style-type: none">● Equity Team Charters● Monthly Equity Team Agendas● Percentage of Site Participation in E-Team Seminar	<ul style="list-style-type: none">● Percentage of Site Documentation & Evaluation of the Equity Transformation Cycle





Pause and Process

- Do the measures clearly communicate our progress out and up to the board and community?
- What could strengthen the community connection?



Next Steps

- Collect input and develop the new process (implementation) and outcome (growth & impact) measures.
- Complete the system strategy snapshot for the remaining high leverage strategies.
- Integrate the school board feedback⁷⁵ into further refinement.



Osseo Area
Schools

THANK YOU!

Monitoring Report Strategic Plan Implementation

Date: September 2025

Authors: Dr. Bryan Bass, Assistant Superintendent of Equity & Achievement
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Amy Tollefson, District Level Principal
Dr. Tom Watkins, Coordinator of Data and Assessment

Topic: 2023-2024 Vision Card A Review

Purpose: The purpose of this executive summary is to:

- provide information on the 2023-2024 and select 2024-2025 data for the High Priority Initiatives for Strategic Direction A and the Continuous Improvement Magnifier,
- show alignment between strategic priorities, system strategies, and the measures that show implementation fidelity and impact.

Executive Summary

The focus for Strategic Direction A is creating safe, welcoming, and inclusive environments. The Continuous Improvement Magnifier (formerly Strategic Direction E) tracks how well the district uses evidence-driven cycles to close gaps and improve equity.

Introduction

Vision Cards serve as critical data points toward the realization of the district's mission.

Vision Cards track the district's progress toward strategic goals by aligning data with the Strategic Roadmap. Created by administrators with board guidance, they measure performance, identify growth or gaps, and support continuous improvement through clear, measurable goals tied to the district's overall vision.

Definition Statement: 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.

Reimagining Vision Card and Expectations for Monitoring Reports

This year, we reimaged our [Vision Card Metrics](#) to closely align with strategic priorities, eliminate redundancies, and provide high-level, meaningful data for the school board and community to understand the district's progress.

Overview of the Process

The cabinet engaged in a collaborative process focused on categorizing Vision Card metrics into four actions: Drop, Add, Keep, and Improve (DAKI).

We also partnered with a national non-profit, *Education Resource Strategies*, which works with districts across the country to develop systems to assess the impact of their systems' strategies to drive positive outcomes for students- a process they call '[System Strategy ROI](#).' Through that partnership, we have worked to identify the key strategies within each of our strategic directions that the system is investing in to drive improvements toward our goals. We've also begun to identify the investments aligned with that strategy, and the set of process and outcome metrics that we want to monitor for those strategies. This will allow us as a district to more clearly understand how our work is driving toward the outcomes we expect, and what actions we need to take to improve our progress toward those goals.

The "Reimagined" Vision Cards

The Reimagined Vision Cards will focus on "Out and Up" Reporting. Moving forward, they will:

- Clearly reflect the alignment between the measures selected and our Strategic Directions and Priorities
- Show how the strategies or high leverage practices influence progress toward our desired outcomes.

This may also introduce *new* baseline data that we haven't collected in the past, alongside the comparison data we've previously shared.

Lastly, you will see that alongside our Vision Cards, we will be sharing a [Strategy Snapshot](#) that provides a summary of the strategies that the district has mapped to the highest priority (HP) and focused priority (FP) for each Strategic Direction. For each strategy, we've included the process and outcome measures we intend to collect, and the per-pupil investment currently being made, where possible.



Key Considerations for "Out and Up" Reporting (in [Reimagine Vision Card](#))

- Audience-Centered: The revised metrics prioritize data relevant to the board and community, highlighting progress toward strategic priorities without overwhelming detail.
- Strategic Alignment: Metrics were carefully selected to provide transparency; to tell a cohesive story of district success and areas for growth.
- Rationale for Refinement: Examples include dropping metrics like detailed IT data, which are operational, and adding metrics like student and family surveys for community feedback.

Metric Types (from ERS’s SSROI [paper](#))

Metrics to Consider

Process Measures	Outcomes Measures
<ul style="list-style-type: none"> Fidelity of Implementation Measures 	<ul style="list-style-type: none"> Impact Measures

Strategic Direction A: Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.

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>A. Create safe, welcoming and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.</i>	<ul style="list-style-type: none"> Multi-Tiered Systems of Support - PBIS <ul style="list-style-type: none"> Social Emotional Learning (T1) Trauma-informed practices (T1-3) Restorative Practices 	<ul style="list-style-type: none"> Building a Better Future <ul style="list-style-type: none"> Next steps Planning and construction #DL4A: 279Online/ 279Excel - phase V Identity-based Harm Protocol Identity-based board resolutions <ul style="list-style-type: none"> LGBTQIA+ History and Culture

Strategies and Outcomes

Priority	Expected Outcome	Strategies
A1. Implement the conditions that respect and value each and every scholar's race, culture and identity.	Increase students' sense of safety, belonging, and inclusion:	Tier 1 SEL Curriculum Implementation (Harmony and Character Strong) Positive Behavior Intervention Supports (PBIS) District Behavior Specialist (DBS) Program

Measures

The following measures are categorized as either process measures, which focus on implementation and progress or outcome measures which focus on impact and outcome.

As noted in the ERS System Strategy Snapshot provides details of this relationship as well as information on the Return on Investment can be found in the [appendix](#) of this document.

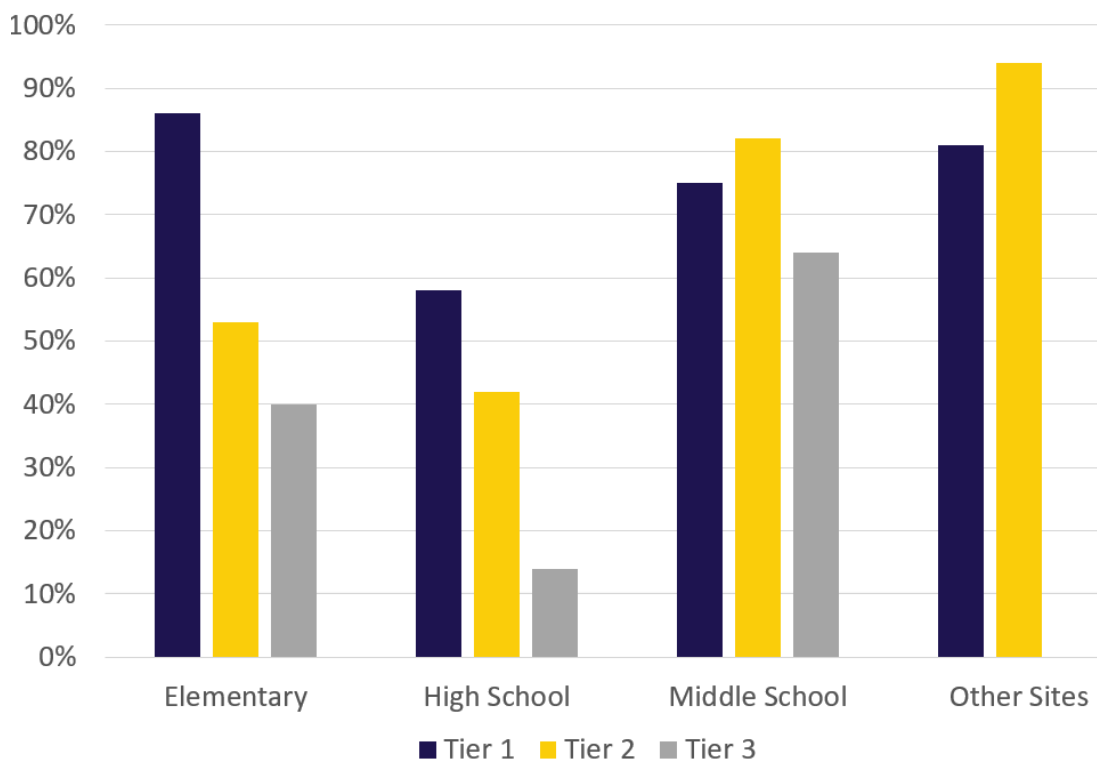
For Priority A1, our data sources, in order in which they appear, are:

- Positive Behavior Intervention & Support (PBIS) Implementation Review
- District Behavior Specialist Program
- Climate Equity Review
- Belonging, Help & Trusting Adults

Priority A1. Positive Behavior Intervention & Support (PBIS) Implementation Review (Process Measure) Tiered Fidelity Inventory (TFI)

The [Tiered Fidelity Inventory \(TFI\)](#) is a process indicator. It is used to determine the degree to which school staff are implementing the core features of Positive Behavior Intervention & Support (PBIS). This instrument is administered two times each school year by a team from each site and it includes three sections: Tier 1: Universal School-wide Positive Behavioral Interventions and Supports (SWPBIS) Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. For this Vision Card indicator, we are using TFI Total Ratio as our primary measure, with a benchmark set at 60%. This was because: (a) all of the components of the TFI count in the results, (b) this reflects the research base behind PBIS, (c) these results will be meaningful, manageable and sustainable for reporting, and (d) the benchmark will be reasonable and yet challenging because it represented the top 30% of all TFI's administered in Osseo and among comparable districts in 2022-23. The district's TFI Total Ratio has decreased 3% each year since 2022-23.

The following chart provides the TFI total ratio scores for each tier and by site type for the 2024-25 school year:



Priority A1. District Behavior Specialist Program

The district currently employs five District Behavior Specialists (DBSs) to provide targeted support for students exhibiting significant behavioral challenges. Of the five specialists, four are dedicated exclusively to supporting students receiving special education services. The fifth specialist, a newly established position for the 2024–2025 school year, is focused on supporting general education students.

The primary objective of the DBS program is to offer comprehensive support and consultation to school teams when students experience behavioral difficulties. The intended outcome of this intervention is to help students maintain their current federal setting (FS), ensuring continuity in their educational environment and access to general education peers and curriculum.

A student’s federal setting refers to the percentage of the school day spent receiving special education services outside of the general education classroom. The settings are classified using the following numerical codes:

FS 00 – General education student

FS 01 – Receives special education services for 20% or less of the school day

FS 02 – Receives special education services for 21%–60% of the school day

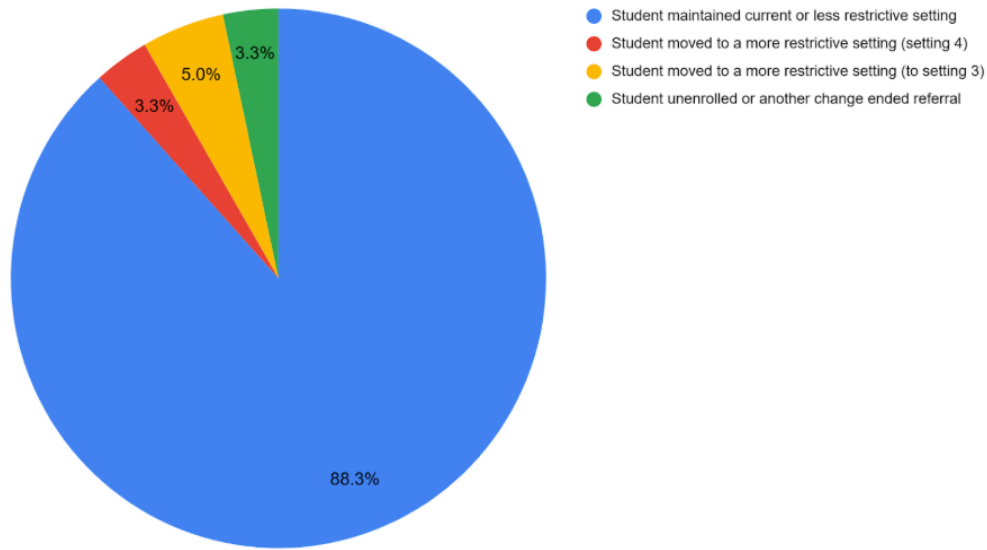
FS 03 – Receives special education services for 61% or more of the school day

FS 04 – Receives services at a separate site (e.g., Intermediate District 287)

Students with lower federal settings are experiencing a higher rate of inclusion. It is well documented that inclusion of students with disabilities increases academic, employment, and quality of life outcomes.

The DBS program continues to demonstrate a strong positive impact. During the 2024–2025 school year, 88.3% of students who received support from a District Behavior Specialist successfully maintained their federal setting. This outcome highlights the program's effectiveness in providing meaningful behavioral interventions and supporting inclusive educational placements. The chart below provides additional details on the outcomes of the 2024-2025 DBS program.

Student Specific Referrals(full and consult) outcomes



Priority A1. Climate Equity Review

Equimetrics Scales - Diversity, Equity, and Inclusion

The next indicator, the Climate Equity Review, includes three scales from the Equimetrics Survey. Equimetrics is a pulse survey that Osseo Area Schools, in collaboration with an outside organization, Infinity Systems, conducts annually to assess how the district rates in the areas of diversity, equity, inclusion, and cultural competency. The survey consists of nine scales (groups of related statements), and in this indicator we focus on three: *Diversity, Equity, and Inclusion*.

In 2025, a total of 1097 staff members completed the survey for a response rate of 34%. To each question staff responded on a scale of 1-10. A response of 9 or 10 indicates that they “Strongly Agree”, a response of 7 or 8 indicates they “Agree”, and a response of 1 to 6 indicates they “Neutral to Strongly Disagree”. The percentages in the table below show the percentage of staff who indicated they agree or strongly agree with the statement. It is important to note that a response would need to be a 7 or higher to be included in the agree or strongly agree category. This sets a higher bar for agreement than a typical 4 or 5 point scale, but allows for more granularity when examining responses as survey responses tend to skew positively.

This table provides the results for each scale and question:

Scales and Questions	2021	2022	2023	2024	2025
Diversity	58.3	57.9	64.0	66.8	69.2
01. My organization actively promotes diversity (within the organization).	66.7	66.3	73.1	75.0	78.6
02. My organization actively promotes diversity with partners, vendors and other stakeholders (outside the organization).	52.0	50.7	55.7	59.3	62.1
03. My organization seeks diversity in our hiring practices.	61.6	62.9	68.3	70.9	72.8
04. In my work group, we have varying backgrounds and/or experiences among team members.	52.8	51.6	59.1	62.0	63.5
Equity	57.6	55.3	59.2	61.2	64.4
05. My organization creates equal access to resources for underrepresented populations.	62.0	60.3	62.9	66.1	68.1
06. My organization creates equal access to opportunities for underrepresented populations.	61.0	58.6	61.6	64.0	69.8
07. In my organization, underrepresented populations are supported.	61.3	58.6	63.2	62.6	64.7
08. In my work group, we have proportional representation and participation in all activities.	45.7	43.9	49.1	52.2	54.8
Inclusion	64.8	61.5	66.5	68.0	73.0
09. In my organization, people are included, regardless of background or experience.	65.8	64.5	67.5	70.2	74.6
10. My organization supports me to share my own unique ideas and suggestions.	60.3	57.2	61.8	64.4	71.8
11. In my work group, we regularly share ideas and learn from other backgrounds and experiences.	64.8	60.9	67.3	67.0	71.6
12. I have a person or group that is a source of support or advocacy in my organization.	68.4	63.5	69.4	70.2	73.9

Overall, in each year the *Inclusion* scale had the highest rate of agreement, at 73.0% in 2025.

The two statements with the highest levels of agreement were: “My organization actively promotes diversity (within the organization)” at 78.6%, and “In my organization, people are included, regardless of background or experience” at 74.6%. Additionally, this year every question within these three segments of the Climate Equity Review saw an increase in agreement.

Staff Stakeholder Survey

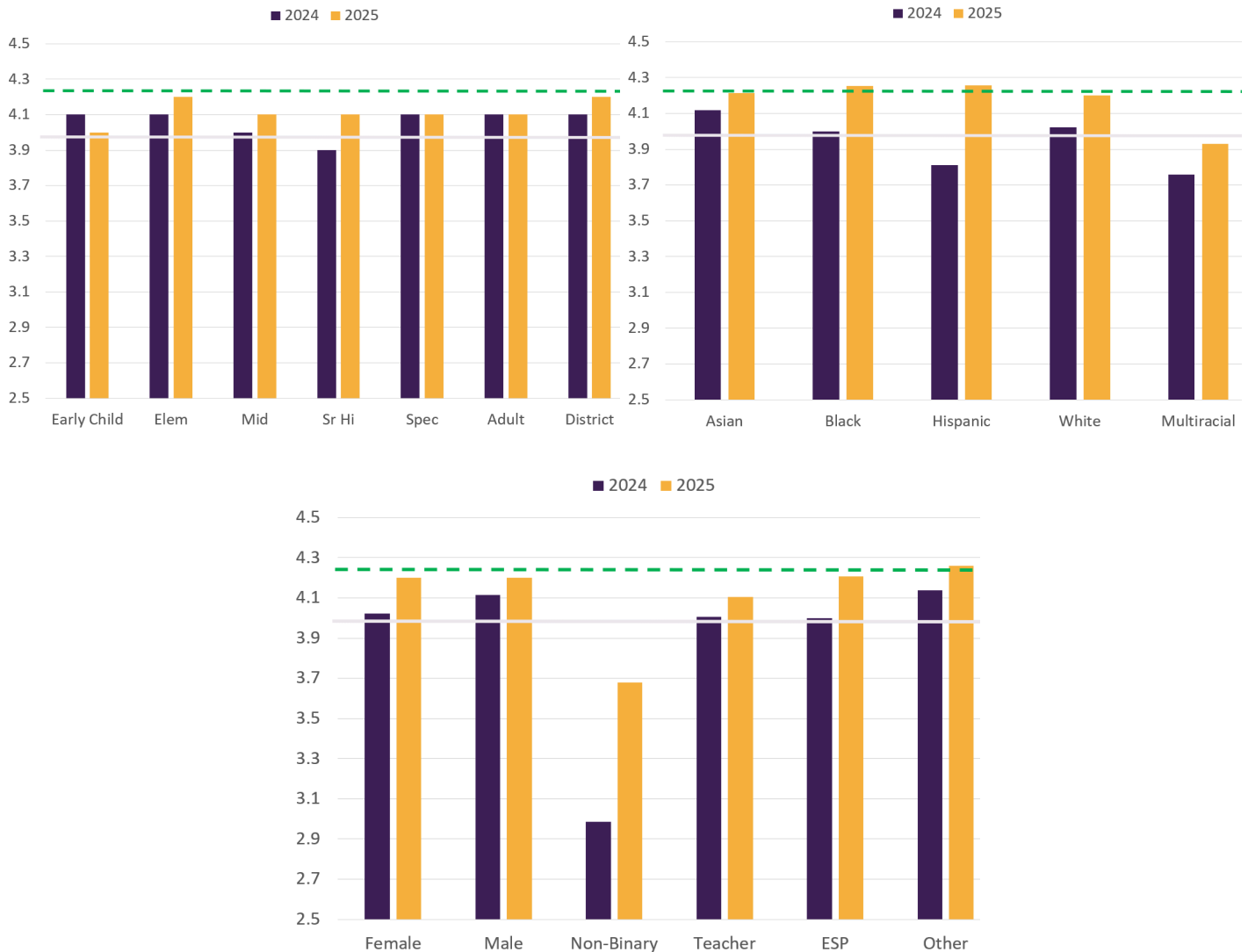
This process measure includes two scales (groups of questions) and one question from the Staff Stakeholder Survey, which is typically administered in the winter each year. For each question, teachers could respond "Strongly Agree", "Agree", "Neutral", "Disagree", "Strongly Disagree" or "Not Applicable". For scales, we used the average score (with Strongly Agree = 5, Agree = 4, etc.), and for questions we used the percent responding "Strongly Agree" or "Agree." The results by question and scale are below. The question “I feel safe in my work environment” is part of the *School Environment and Communication* scale but is also being used as a measure on its own.

School/Department Environment & Communication Scale	% Agree/ Usually
Staff at school/work make me feel welcome.	88%
I feel safe in my work environment.	81%
Staff consistently provides helpful customer service.	86%
I am treated with respect by my colleagues.	86%
A clear vision for our school/department and strategies for improvement are communicated.	75%
Administrators are visible and accessible to me. (School only)	79%
My school promotes a safe and secure school environment with a culture that is conducive to teaching and learning. (School only)	78%
My school acknowledges and understands diversity in the school community, creating an environment that supports all students. (School only)	85%
My school/department does a good job of keeping me informed about important news.	92%
The district does a good job of keeping me informed about important news.	74%
Communications to staff are delivered in a professional and timely manner (Dept. only)	73%

School/Department Race & Culture Scale	% Agree/ Usually
I have participated in training that has helped me understand how race and culture impact learning.	96%
I have had helpful conversations with my co-workers about race and culture.	94%
I believe that participating in training and/or conferences about race and culture helps me to better understand the students I work with.	77%
I am willing to learn more about how race and culture impact learning.	87%
I have trusted colleagues with whom I am willing to collaborate to learn more about race and culture.	84%
What I have learned about race and culture has helped me work towards equitable student achievement.	80%
I have raised my Consciousness about Equity this year.	75%
I know the CLEAR Solutions Framework pyramid, and feel comfortable walking through it from event to mental model.	61%

For the purposes of this Vision Card, we focused on scale and question averages for specific groups of staff, and developed performance ranges to highlight differences between groups. In the charts below, the six-year average range is from the gray line to the dashed green line, so groups at or above the green line are above average, and groups below the grey line are below average.

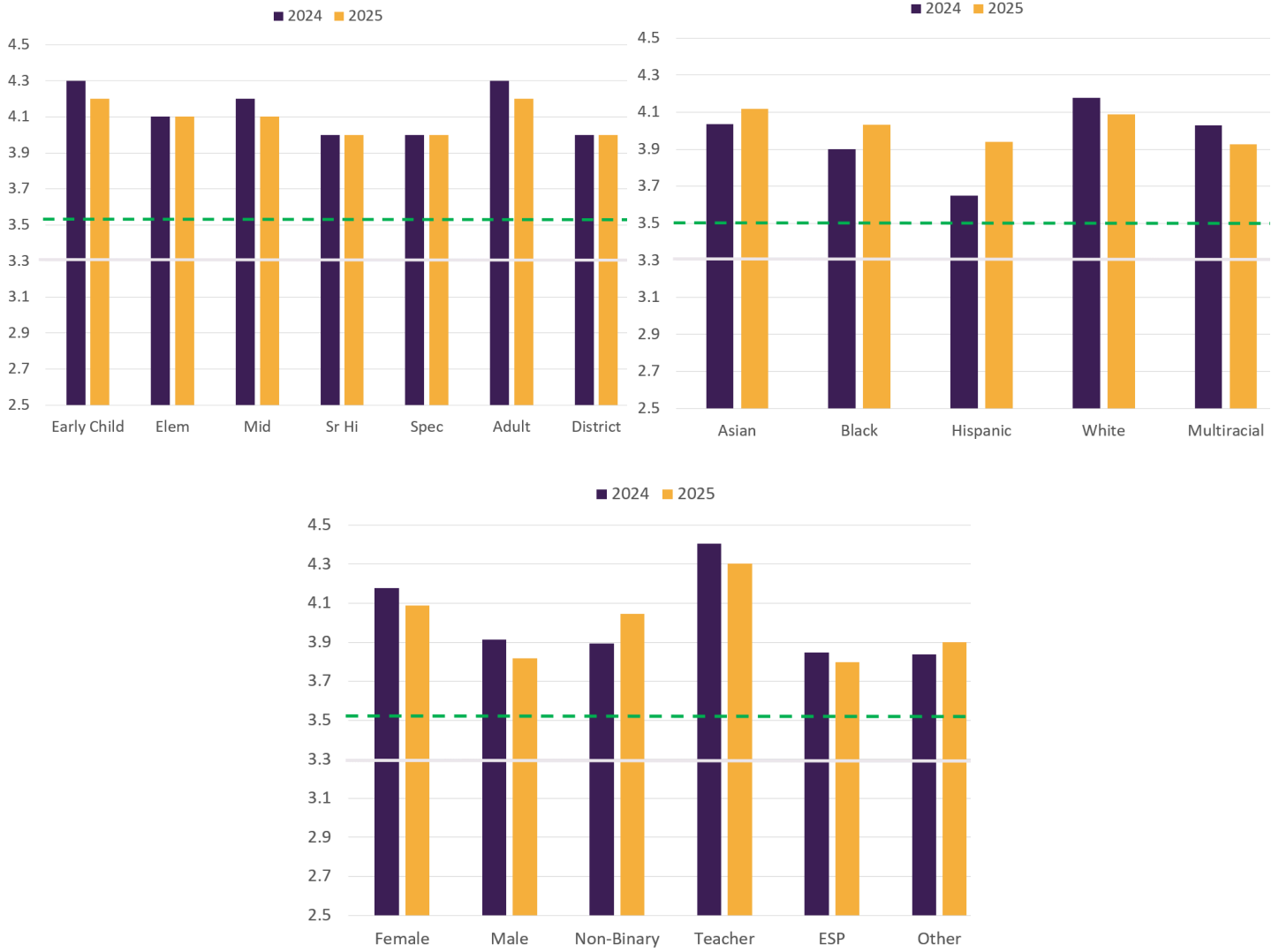
School/Department Environment and Communication Scale Results by Staff Group



Two patterns emerged from these charts:

- Each of these staff groups (Black, Hispanic, and staff who were not teachers nor ESP's) were more positive in 2025 about School/Department Environment and Communication than the six-year historical average.
- Multiracial and non-binary staff had a more positive perception on this scale in 2025 than in 2024, but these perceptions remained below the six-year average range both years.

School/Department Race and Culture Scale Results by Staff Group



In 2024 and 2025, all staff groups had perceptions of Race and Culture that were above the six-year average range.

"I feel safe in my work environment" Question Results by Staff Group



In these charts regarding staff perceptions of safety:

1. The two employee groups that reported above average levels of safety each of the six years of the survey were those working in the district office and those who are neither teachers nor ESP's.
2. Eight other staff groups had perceptions of safety that were above the six-year average in 2025: early childhood, elementary, special education sites, Asian, Black, White, female and male.
3. In both years, Hispanic, Multiracial, and non-binary staff perceived lower levels of safety than the six-year average.

A1. Bullying, Harassment, & Student Safety

Minnesota Student Survey - Bully & Harassment and Safety Results for the 2025 survey administration are expected later this fall and will be shared in next year's monitoring report.)

Priority A1. Belonging, Help & Trusting Adults

The Student Stakeholder Survey has been administered to most students in grades 3-12 in the district from 2015-2025, and this indicator includes three scales (groups of questions) from this survey. The table below includes the percent positive (students responding "yes/always" or "mostly yes") for each question on each scale. In the Spring of 2024, new survey scales were used which are not comparable to previous versions of the same scales. Accordingly, a new baseline and new performance level ranges were established for Vision Card A. This table provides the survey questions and scales in use for Spring 2024 and 2025, along with the percent positive:

Scales and Questions	2024	2025
Belonging	71%	73%
At my school, teachers care about students.	85%	85%
I am comfortable sharing my thoughts and ideas at school.	61%	63%
I build friendships with other people.	75%	76%
I feel like I belong at school.	69%	71%
I feel respected at school.	68%	72%
Help	76%	78%
I have what I need to be successful at school.	86%	87%
An adult at school has talked to me about how I am doing in my classes.	64%	66%
If I have problems at school, the adults listen to me and help me.	78%	79%
If I have a problem, I have at least one adult at school that I can turn to.	77%	78%
Trusting Adults	81%	82%
The school rules are fair.	69%	69%
I can count on the adults at my school to help me learn and achieve.	82%	83%
Adults treat me with respect.	83%	85%
Adults in this school care about me.	81%	81%
Adults in my school trust me.	82%	84%
Adults in my school believe I can learn and will be successful.	87%	88%

The charts on the next two pages provide the scale results by student group for the past two survey years. The annual median across all student groups is used on the card.

Student Survey - *Belonging* Scale % Positive



On the *Belonging* scale, White, Multiracial, female, male and students at each grade range all were more positive on this scale in 2025 than the median across all groups for both years.

Student Survey - Help Scale % Positive



For the *Help* scale, there was less variability across student groups, which means similar levels of accessing help. However, White, Multiracial, male, female, and each grade range of students were more positive in 2025 than the median across all groups.

Student Survey - *Trusting Adults* Scale % Positive



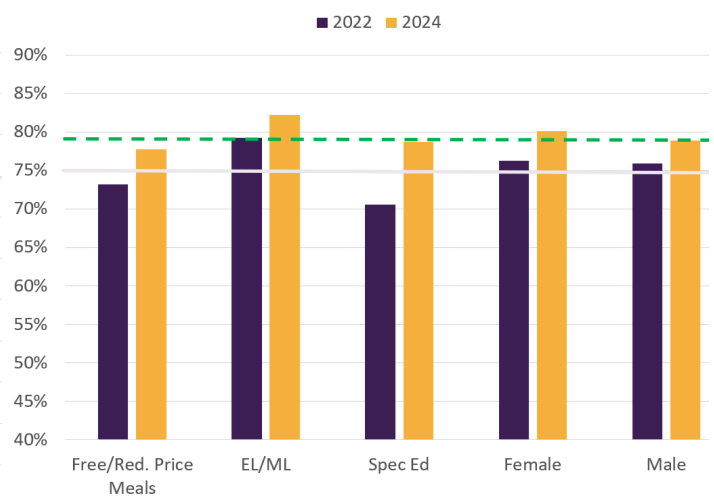
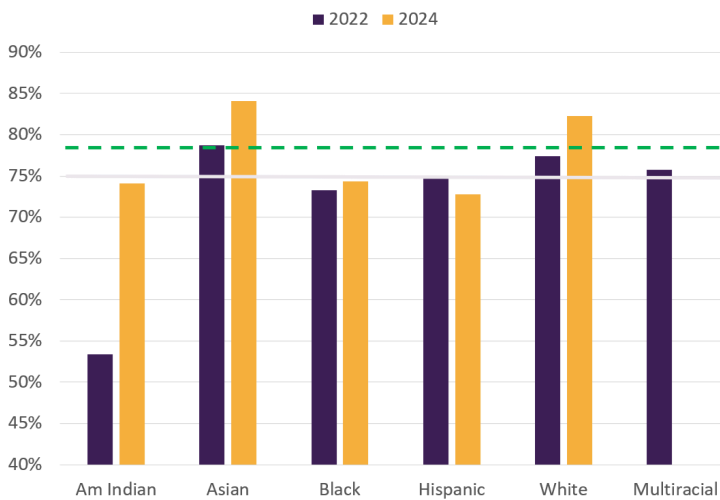
For the scale of *Trusting Adults*, Black students reported the lowest rating of trusting adults.

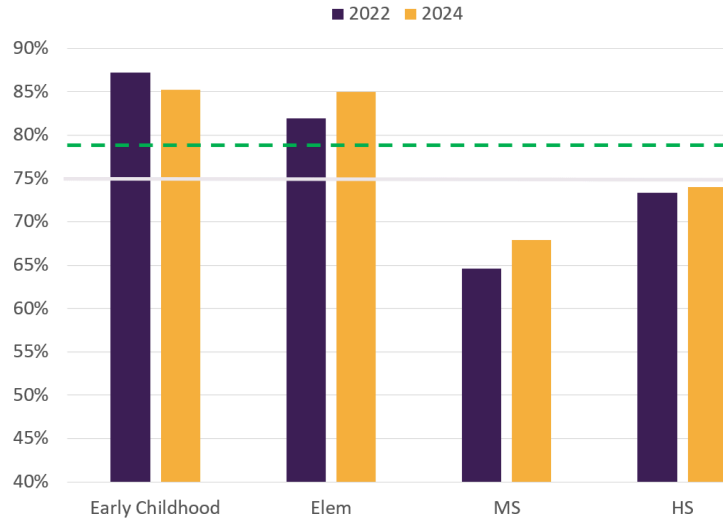
Family Stakeholder Survey - Safe, Welcoming and Inclusive Learning Environments Scale

The last metric for this indicator is the Family Stakeholder Survey: *Safe, Welcoming, and Inclusive Learning Environments* scale. This survey was last conducted in the spring of the 2024 school year and is administered every other year. The following table provides results on each question for the past two administrations (which were the first two administrations to include these questions):

	2022	2024
My scholar feels emotionally safe in the school environment.	80%	81%
My scholar feels physically safe in the school environment.	82%	86%
School staff treat my scholar with respect.	89%	92%
My scholar experiences positive representation of their identity in their school environment.	83%	86%
My scholar experiences positive representation of their culture in their school environment.	77%	79%
My scholar's cultural history is represented accurately in the curriculum.	65%	70%
My scholar has opportunities to influence their learning experience.	66%	74%
My scholar sees how their learning connects to the real world.	65%	69%

Scale results for the 2022 and 2024 survey administrations are reported below as the median percent responding “Often” or “Always” as in previous Vision Cards:





Across the two survey administrations in 2022 and 2024, the highest overall agreement was for family members of students enrolled in early childhood and in elementary schools. Family members of students identified as White or Asian also had agreement rates above 80%. The median across all groups for 2024 was 79%, and this is what was reported on the Vision Card for this measure - a 3% increase from the previous administration of the survey in 2022.

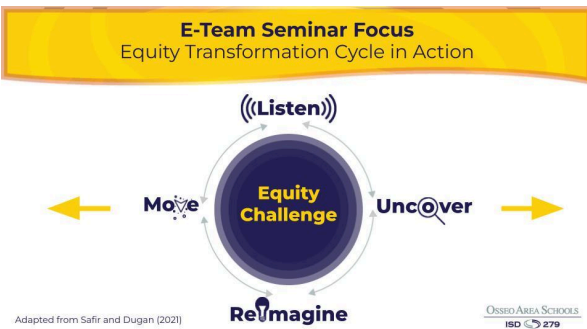
Strategic Direction E: Reframed as the Continuous Improvement Magnifier
Strategies and Outcomes

Priority	Expected Outcome	Strategies
E2. Apply evidence from multiple data sources to drive rigorous system improvement.	100% of sites will complete at least one Equity Transformation Cycle (ETC) during the 2025-2026 school year	Implementation of the Equity Transformation Cycle Site/Department Leadership Coaching

Metrics

Process Measures	Outcome Measures
<ul style="list-style-type: none"> Equity Team Charters Monthly Equity Team Agendas Percentage of Site Participation in E-Team Seminar 	Percentage of Site Documentation & Evaluation of the Equity Transformation Cycle

E2. How do our **continuous improvement** cycles and processes help address and eliminate disparities and inequities in achievement?



This image shows how we use a continuous improvement cycle to solve equity challenges. Teams *listen* to those most affected, *uncover* root causes of inequities, *reimagine* better approaches, and *move* into action.


Teachers use the PLT process where teams ask key questions like “What do we want students to learn?” and “What will we do if they don’t learn it?”

These cycles help identify how systems and practices create barriers to student success. By reframing Strategic Direction E as the *Continuous Improvement Magnifier*, we are shifting from repeated reporting to a focus on using these cycles to show meaningful growth across all areas of our work. This includes academic progress, well-being, and staff collaboration.

As we move forward, data will be collected via our revised staff stakeholder survey, evidence from schools Equity Transformation Cycles, achievement of site goals from PLT work, and Learning Walks.

Conclusion

This year’s Vision Card monitoring reflects a significant shift toward greater clarity, alignment, and accountability in how we track and report progress. By reimagining our measures, focusing on high-leverage strategies, and reframing Strategic Direction E as the Continuous Improvement Magnifier, we are better



positioned to understand what’s working, where disparities persist, and how to act. These efforts are not just about compliance or reporting, they are about transforming systems to ensure each scholar experiences rigorous learning, equitable support, and meaningful opportunity. Our next steps will deepen our focus on impact, equity, and improvement across every level of the system.

Moving forward, we are energized to complete additional Strategy Snapshots, co-develop new process and outcome measures, and continue integrating school board and district leader feedback. With deep gratitude to the school board, cabinet, and leaders across DLT, we look forward to building on this clarity and shared commitment to continuous improvement.

The Impact of the District Behavior Specialist Program on Inclusion of Students with Disabilities

Safe, Welcoming, and Inclusive Learning Environments

Increasing inclusion opportunities is a central component of our district Student Services operational plan. The Individuals with Disabilities Education Act (IDEA) requires school districts to educate students in the general education setting for the maximum amount of time possible. The goal driven by federal policy is 80% of the school day in the general education setting. Not only is inclusion of students with disabilities required through law, research suggests that inclusion results in improved academic, social, communication, behavioral, and life skills outcomes for students. Additionally, research suggests that students with disabilities benefit greatly from inclusion (Cole, Murphy, Frisby, & Robinson, 2022).

The District Behavior Specialist (DBS) program is one of our most effective strategies for supporting inclusion. DBSs and DBS educational support professionals (ESPs) provide targeted support for students exhibiting significant behavioral challenges. The supports include professional development, student observations, creation of behavioral support plans (BSPs), BSP implementation, skilled modeling, formal and informal data collection, and fidelity follow ups. The primary objective of the DBS program is to maintain a student's level of inclusion in their general education classroom.

To further highlight the effectiveness of the program, I have included two examples below of the DBS program in action.

Elementary example: A Kindergarten student with autism was frequently attempting to leave the school building and walk home. Not only was this behavior unsafe, he was out of the classroom often and, therefore, not making academic progress. A DBS was asked to provide guidance and support. The DBS observed the student for two days and then met with the team to provide recommendations. These included putting visual stop signs on exterior doors, developing common language, and creating a safe space the student could elope to within the building.

Secondary example: A student with a learning disability was struggling with work refusal and class participation. She was sleeping during most classes, refusing to engage in the lesson, and being rude to teachers when they tried to elicit participation. The DBS joined the team and immediately recommended a functional behavioral assessment to identify the root causes of the behavior. Through this process the

team learned that the student was not comprehending instruction in most settings and was disengaging so she would not appear 'dumb'. The DBS recommended creating a list of potential accommodations and allowing the student to determine which ones would be most helpful. The student requested to be seated in the back of the class so others couldn't watch her work, not to be called upon unexpectedly, and pre-teaching of difficult concepts from a special education teacher.

These are just two of the dozens of success stories from the previous school year. In fact, during the 2024–2025 school year, 88.3% of students who received support from a District Behavior Specialist successfully maintained their level of inclusion. This outcome highlights the program's effectiveness in providing meaningful behavioral interventions and supporting inclusive educational placements. The Student Services Department is targeting an inclusion maintenance level of 92% for the upcoming school year.

Cole, S. M., Murphy, H. R., Frisby, M. B., & Robinson, J. (2022). *The Relationship Between Special Education Placement and High School Outcomes. The Journal of Special Education, 57(1)*, Article 002246692210979 — DOI: 10.1177/00224669221097945

ELEMENTARY SEL

Students in Osseo Area Schools engage in social and emotional learning from Harmony SEL. The Harmony Curriculum offers social and emotional learning for whole-child success. Guided by the latest research in social and emotional development, Harmony is a comprehensive PreK-5 curriculum that supports healthy relationships, promotes diversity and inclusion, and ignites positive lifelong outcomes. This curriculum is designed to build healthy relationships among students by having them engage in activities that promote understanding and respect. Over the course of the five units listed below, students will embrace their abilities to learn, collaborate, and spend time together.

Being My Best Self: Unit 1 explores understanding how everyone has connected emotions, thoughts, and actions; strategies to use more helpful self-talk and to take a growth mindset; and how these skills lead to positive group dynamics.

Valuing Each Other: Unit 2 explores recognizing and appreciating each other's emotions, perspectives, and contributions, and identifies strategies so everyone feels welcome and included.

Communicating with Each Other: Unit 3 explores a range of interpersonal communication skills including listening and speaking in ways that support others and build harmonious communities.

Learning from Each Other: Unit 4 explores interpersonal problem solving involving a four-step process. Students learn that solving problems is a natural and beneficial part of harmonious groups when they stop to cool off, talk about their problems, think about solutions, and try one.



SECONDARY SOCIAL EMOTIONAL LEARNING

Character Strong Essentials

Well-Being

The aim is to be proactive, giving students support in their mental, emotional, and social well-being as opposed to being reactive when their well-being is already suffering. The fact is our well-being, the way we feel, impacts everything we do, and if we attend to it explicitly, we actually have an opportunity to help prevent mental illness, poor decision-making, and the emotional, psychological, and economical long-term consequences of poor well-being.

Belonging

A 2019 study found that 73% of Generation Z sometimes or always feels alone. That means a large portion of our students are walking our halls feeling little to no sense of belonging with their peers or in our school community. Yet, we know that psychological safety is a universal need. If we don't feel safe in a space - if we don't feel like we have any sort of common ground or the things that make us different aren't understood or welcome - we won't be able to engage meaningfully in that space. CharacterStrong curriculum is designed to address belonging by connecting students and staff in intentional ways.

Engagement

The research confirms what we, as educators, already know: Engagement is foundational to learning. It is the strongest predictor of learning and it is influenced by practices that we have direct control over, like cultivating supportive relationships, delivering challenging and relevant instruction, and establishing a safe, predictable, and inclusive environments. CharacterStrong gives us tools to improve these practices in low burden ways.





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

Draft March 18, 2025; updated September 9, 2025

* indicates Student School Board Representatives in attendance to provide input

Osseo Area Schools						
Proposed Topics: July-December 2025 Agenda/Calendar						
	July	August	September	October	November	December
District Policy				<ul style="list-style-type: none"> Policy Committee Mtg (10/7/25) 		<ul style="list-style-type: none"> Policy Committee Mtg (12/9/25)
Op Oversight	Regular Meeting (7/22/25) <ul style="list-style-type: none"> Consent agenda (teacher contracts) Gifts to the district (brief meeting to act on required business) 	Work Session (8/19/25) <ul style="list-style-type: none"> Safety Management (portion of this agenda item to be closed to the public) Naming of New Elementary Board calendar review Regular Mtg (8/26/25) <ul style="list-style-type: none"> Presentation: Logo and Signage Superintendent's Report Non-public contracts for Student Services Contract approvals First Reading of Policy (Series 200) Negotiation Strat Mtg (closed) 	Work Session (9/9/25) <ul style="list-style-type: none"> Continue Committee Work (to be rescheduled) Monitoring Report A Crest View Update Board calendar review Regular Mtg (9/23/25) <ul style="list-style-type: none"> Introduction of Student Board Representatives Superintendent's Report Preliminary Levy (action item with presentation) Preliminary FY 2025 Financial Report (presentation) General Liability Insurance Renewal Negotiation Strat Mtg (closed) 	Work Session (10/7/25) (Meeting location: Brooklyn Middle) <ul style="list-style-type: none"> Student Stakeholder Survey* Cyber Security Instructional Leader presentation Regular Mtg (10/21/25) <ul style="list-style-type: none"> Student Board Representatives Report (to present summary of Student Stakeholder Survey discussion) Superintendent's Report Contract ratifications Lobbyist contract approval Negotiation Strategies Meeting (closed session) Professional Development (10/28/25) (Continue Committee Work)	Work Session (11/11/25) <ul style="list-style-type: none"> Staff retention Comprehensive Engagement and Civic Readiness (CECR), formerly World's Best Workforce, Results LRFP Budget Parameters Regular Mtg (11/18/25) <ul style="list-style-type: none"> Student Board Representatives Report Superintendent's Report FY25 Financial Audit Results presentation Negotiation Strategies Meeting (closed session) 	Work Session (12/9/25) <ul style="list-style-type: none"> Legislative Platform 500 Series policies * Regular Mtg (12/16/25) <ul style="list-style-type: none"> Student Board Representatives Report (to present summary of 500 Series policies) Superintendent's Report Legislative Platform Final Levy/Truth in Taxation LTFM Update Contract ratifications Negotiation Strategies Meeting (closed session) Combined polling place resolution
Board Gov./ Self Gov.		Work Session <ul style="list-style-type: none"> Standing item: Board calendar review 	Work Session <ul style="list-style-type: none"> Standing item: Board calendar review (15 min) 	Work Session <ul style="list-style-type: none"> Standing item: Board calendar review (15 min) 	Work Session <ul style="list-style-type: none"> Standing item: Board calendar review (15 min) 	Work Session <ul style="list-style-type: none"> Standing item: Board calendar review (15 min)

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Osseo Area Schools

DRAFT Proposed Topics: January-June 2026 Agenda/Calendar

	January	February	March	April	May	June
District Policy			<ul style="list-style-type: none"> ● Policy Committee Meeting (3/10/26)) 			<ul style="list-style-type: none"> ● Policy Committee Meeting (6/9/26)
Op Oversight	<p>Organizational Meeting (1/6/26)</p> <ul style="list-style-type: none"> ● Election of board officers ● Board compensation ● Consent agenda (business, legal) ● Committee and Joint Board representatives ● Informational Items: Operating Protocols – Resolution and Agenda Setting <p>followed by</p> <p>Work Session</p> <ul style="list-style-type: none"> ● Standards-based Grading Practices ● xxx ● xxx <p>School Board Professional Development (1/13/26)</p> <ul style="list-style-type: none"> ● xxx <p>Regular Mtg (1/20/26)</p> <ul style="list-style-type: none"> ● xxx ● Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (2/10/26)</p> <ul style="list-style-type: none"> ● LRFP Budget Update ● Standards-based Grading Practices* (with Student Board Reps) <p>Regular Mtg (2/24/26)</p> <ul style="list-style-type: none"> ● Student Board Representatives Report (to present summary of Standards-based Grading Practices discussion) ● FY26 Budget Adjustments ● FY26 Capital Budget Approval ● Contract ratifications ● Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session 3/10/26)</p> <ul style="list-style-type: none"> ● Somali community outreach ● xx ● xx <p>Regular Mtg (3/17/26)</p> <ul style="list-style-type: none"> ● Student Board Representatives Report ● Technology bid awards ● E-rate bid awards ● Contract ratifications ● Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (4/7/26)</p> <ul style="list-style-type: none"> ● Vision Cards C & D ● xx <p>Regular Mtg (4/21/26)</p> <ul style="list-style-type: none"> ● Student Board Representatives Report ● District Planning Advisory Council (DPAC) Recommendations ● Insurance renewals ● November 2026 election resolutions ● Contract ratifications ● Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (5/5/26)</p> <ul style="list-style-type: none"> ● xx ● xx ● xx ● xx <p><i>School Board closed session following work session for purpose of supt. evaluation</i></p> <p>Regular Mtg (5/19/26)</p> <ul style="list-style-type: none"> ● Retiree recognition ● Student board rep recognition ● ECMAC Recommendations ● November 2026 election resolutions ● Termination of probationary teachers ● Contract ratifications ● Negotiations Strategy Meeting (SM/closed session) 	<p>Work Session (6/9/26)</p> <ul style="list-style-type: none"> ● 2026-27 Budget ● Legislative Update ● Vision Cards B & E <p>Regular Mtg (6/23/26)</p> <ul style="list-style-type: none"> ● 2026-27 Budget ● 10-year LTFM Plan ● Contract ratifications ● Negotiations Strategy Meeting (closed session)
Board Gov./ Self Gov.	<ul style="list-style-type: none"> ● Election of board officers/annual meeting (AR) 					
Sup Relations	<ul style="list-style-type: none"> ● Mid-year Sup evaluation check-in (SM/Closed session, informal) 				School board conduct superintendent evaluation (closed meeting, May); report out (summary) at July meeting	
Public Engagement						