



Agenda
Osseo Area Schools
School Board

Regular Business Meeting
Educational Service Center - Forum Room
11200 93rd Ave N
Maple Grove, MN 55369
Tuesday, August 18, 2026
6:15 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. 6:15 p.m. Welcome and purpose
Thomas Brooks, Board Vice Chair
2. 6:20 p.m. Check in
Dr. Kim Hiel, Superintendent
3. 6:20-6:55 p.m. Extracurricular Activities 2
Amy Tollefson, Assistant Superintendent; Brian Siverson-Hall, Executive Director of Community Engagement; Keelie Sorenson, Activities Coordinator
4. 6:55-7:30 p.m. Teacher Mentor Program 29
Lisa Bostic, Director of Personnel; Nilceia Anderson, Coordinator of Recruitment & Retention
5. 7:30-8:05 p.m. Technology Use 46
Anthony Padrnos, Executive Director of Technology; Dr. Jill Kind, Director of Learning & Achievement
6. 8:05-8:15 p.m. Board Calendar Review 71
Dr. Kim Hiel, Superintendent
7. 8:15 p.m. Adjournment
Thomas Brooks, Board Vice Chair

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



**Osseo Area
Schools**

After School and Extracurricular

Learning and Belonging Extend Beyond the School Day

Brian Siverson-Hall and Amy Tollefson | August 18 , 2026

Creating pathways to belonging, exploration, and connection.

Students spend a significant part of their lives outside the traditional school day. How they experience those hours matters to students, families and the broader school community.



Out-of-School Time Serves Several Essential Purposes



Programs Provide:

- Safety and supervision
- Belonging and trusted relationships
- Exploration and skill development
- Connection to school and community
- Reliable support for working families



Current Reality, Access, and Opportunities

Our Scholars Participate in a Broad and Diverse
System

A Communitywide Network Makes This Possible

Community Providers

City recreation departments
Community and teen centers
Libraries and regional parks
Youth-development nonprofits
Arts and cultural organizations
Businesses and employers

Community-Led Groups

Youth athletic associations
Volunteer coaches and mentors
Scouting and 4-H clubs
Faith communities
Neighborhood organizations
Families and volunteers

Multiple Ways to Participate

Free community programs
Fee-based classes and teams
Recreational and competitive options
Scholarships and reduced fees
Adaptive and inclusive opportunities
Meals, equipment and transportation support

Our shared opportunity is helping every scholar find and access a program that fits.

Opportunities Support Scholars at Every Stage

Elementary Scholars

Recreation, athletics and swim lessons
Arts, STEM and enrichment
Camps and outdoor exploration
Library and summer learning
Scouting, 4-H and youth clubs
Mentoring and family activities

Middle School Scholars

Recreational and traveling athletics
Teen centers and supervised spaces
Theater, arts and specialty camps
Mentoring and leadership
Service and volunteer opportunities
Adaptive and inclusive programs

High School Scholars

Career exploration and job readiness
Paid internships and employment
Coaching and refereeing
Leadership and community service
Mentoring and future planning
Athletics, arts and social connection

Opportunities evolve with scholars—from early exploration to leadership, employment and future readiness.

Students

- Belonging and trusted relationships
- Confidence, teamwork and leadership
- New interests, talents and skills
- Continued connection to school

Families

- Ability to work or maintain employment
- Reduced stress
- Safe and dependable care
- Connection to district resources

Schools and community

- Stronger student engagement
- Additional relationships with caring adults
- Leadership and career pathways
- Stronger community partnerships

Care & Supervision	Enrichment & Exploration	Connection and Leadership
• Kidstop/Four Star Express • Summer Kidstop • Partner-operated programs	• Community Education Classes • Arts & Recreation • Targeted Services or Grant Funded programs • Summer Learning Camps and Clubs	• School clubs • Athletics and Activities • Service, Leadership, and Employment • Career-connected opportunities

Programs may be operated by schools, Community Education, athletics and activities, PTOs, booster organizations or community partners.

Program Costs Range from Free to \$279

Free and Eligibility-Based

- Camp ROCKS! Academic Adventures
- Targeted Services
- Credit Recovery
- Extended School Year for qualifying scholars
- Selected school-sponsored activities
- Entry may require referral or qualification
- ACT

Short-Term and Daily Fees

- Kidstop school year: \$15.13 - \$23.14 per session
- Kidstop Summer 2025: \$46 daily; \$56 drop-in
- Kidstop Summer 2026: \$52 daily; \$60 drop-in
- Rates vary by schedule and service level

Specialized Programs

- Elementary enrichments: \$10 - \$279
- Community youth programs and sports: varies
- School clubs and student groups: varies
- Fees reflect program length, staffing and materials

Programs range from free academic support to \$279 enrichment classes, with multiple price points in between.



Scholarships and Access

- Programs that do require a fee may offer the following:
 - Scholarships
 - Working alongside partners to look at rates we charge for programming
 - Supporting Child Care Assistance and other funding supports.

TARGETED SERVICES	SY 2025-2026
Brooklyn Middle	712
Osseo Middle	256
Maple Grove Middle	667
North View Middle	656

TARGETED SERVICES	Summer 2026
Game On (BMS/NVMS)	144
OMG (MGMS/OMS)	103
Camp Rocks (3 locations)	633

Targeted Services SY 2025-2026		
Edinbrook: 134	Birch Grove: 314	Palmer Lake: 531
Park Brook: 708	Fair Oaks: 56	Oak View: 58

These numbers may be based on duplicated students, as student can enroll in more than one option over the course of the School Year and/or summer.

Youth Enrichment SY 2025-2026

Basswood: 623	Birch Grove: 138	Cedar Island: 276
Edinbook: 56	Elm Creek: 219	Fair Oaks: 82
Fernbrook: 612	Garden City: 95	Oak View: 294
Palmer Lake: 53	Rice Lake: 329	Rush Creek: 749
Weaver Lake: 370	Woodland: 229	Zanewood: 79
Maple Grove Middle: 91	Osseo Middle: 34	TOTAL: 4,585 (Some classes not on list at non-district locations: parks, etc)
Summer Mini- Camps at Rice Lake: 2,323		

Some of these numbers may be based on duplicated students, as student can enroll in more than one class option over the course of the School Year and/or summer.

Aspen Ridge	63	Oak View	100
Basswood	220	Rice Lake	91
Cedar Island	94	Rush Creek	160
Edinbrook* (HUB)	80	Weaver Lake	155
Elm Creek	90	Woodland	74
Fernbrook	148	* Hub site serves: EB, PL, PB, FO, GC, and ZW Sites 1275 contracts to date so far this year!	

*****Zanewood Hub- Coming 2027 working with Brooklyn Park Park and Recreation Team***

KIDSTOP SCHOOL YEAR 2026-2027

Scholars & Families Define Quality Through Their Experience

Scholars are more likely to participate and continue when they:

- Feel physically and emotionally safe
- Have a trusted adult in the program
- Experience belonging with peers
- Have voice and choice
- See their interests and identities reflected
- Find the experience engaging and worth returning to
- Are aware of different program offerings that meet their interests



**Osseo Area
Schools**

Maintaining Programming Requires a Complex Funding Mix

Funding Models Include:

- Family & Student fees
- Community Education support
- General fund support
- Grants and time-limited funding
- Partner contributions
- Donations or sponsorships, where applicable

Major Costs Include:

- Staff wages, benefits and training
- Transportation
- Facility use
- Food and supplies
- Equipment
- Registration and administrative support
- Scholarships and fee assistance
- Student accommodations and program supports

Access Depends on More Than Whether a Program Exists

Availability is not the same as Accessibility

- Program fees and additional expenses
- Transportation home
- Program location and schedule
- Awareness and ease of registration
- Language access
- Availability of accommodations and supports
- Family responsibilities or student employment
- Whether the opportunity feels welcoming and relevant

Senior High Afterschool Activities

Every High School Offers Multiple Ways to Belong

Park Center Senior High

- Broad activities and club directory
- Arts, robotics, Model UN and student leadership
- Identity- and culture-based groups
- Fall, winter and spring athletics
- Adapted athletics and Unified Club
- High school athletics open to grades 7-12

Osseo Senior High

- 30+ listed activities and clubs
- Music, theater, robotics and speech
- Academic, cultural and affinity groups
- Leadership and service opportunities
- Year-round team and individual athletics
- Adapted sports and unified opportunities

Maple Grove Senior High

- More than 60 clubs and groups
- Theater, DECA, fishing and pep band
- Link Crew, leadership and service
- Extensive fall, winter and spring athletics
- Adapted athletics
- Competitive academic and activity teams

Osseo Area Learning Center

- MAAP STARS: 16 career-focused events
- Student Leadership Team
- Service, celebrations and school events
- Workplace, academic and social skills
- Access to home-school activities
- Access to home-school athletics

Across our high schools, scholars can find athletics, arts, academics, leadership, culture, service and career-focused experiences.

Participation in Athletics 2025-26SY

School	Middle School	Senior High
MGSH	291	1611
OSH	150	1052
PCSH	134	908

Athletic Participation by Race

	Asian	Black	Hispanic	Native	White	2 or More
MGS H (1977 students)	80 (4%)	156 (7.8%)	49 (2.4%)	19 (.09%)	1544 (78%)	129 (6.5%)
OSH (1215 students)	116 (9.5%)	340 (28%)	70m (5.7%)	31 (2.6%)	532 (43.8%)	126 (10.4%)
PCSH (1033)	223 (21.6%)	408 (39.5%)	119 (11.5%)	22 (2.1%)	157 (15.2%)	104 (10.1%)

Athletic Fee Comparison

Osseo Area Schools

- \$190 for each athletic team participation
- 3rd sport is free

Northwest Suburban Conference (13 school districts including OSH and PCSH)

- Athletic Team participation fee ranges from \$100 - \$440

*****Activity Fee Work Session in January*****



Pause and Process

What caught your attention or caused you to pause?

What feels particularly important for us to understand?

What questions are beginning to surface for you?

Thank You



Osseo Area
Schools

Mentorship & Retention Update

Yvonne Shorts Lind - Executive Director of Human Resources

Lisa Bostic - HR Personnel Director

Nilceia Anderson - Recruitment and Retention Coordinator

August 18, 2026 School Board Work Session



Presentation Outcomes

School Board members will:

- Learn about Osseo Area Schools mentorship and recruitment programs underway
- Analyze the results of current strategies
- Understand key challenges and how we are addressing them

Why Mentorship Matters

Fulfilling Our Mission Requires Supported Staff

“ Our mission is to inspire and prepare each and every scholar with the confidence, courage, and competence to achieve their dreams... **”**



Mentorship creates the strong foundation that helps new teachers and staff feel welcomed, supported, and ready to make that mission a reality.

Our Mentorship Ecosystem



SpEd Teacher Mentor

Funding: MDE
TMRG Grant

Focus: Intensive role specific coaching for new Special Education teachers



Teachers of Color (TOC)

Funding: TMRG &
A&I Grant

Focus: Support educators of color thrive, remain in the profession, and grow as leaders



ESP On-Site Mentorship

Funding: A&I Grant

Focus: Everyday, in-building support



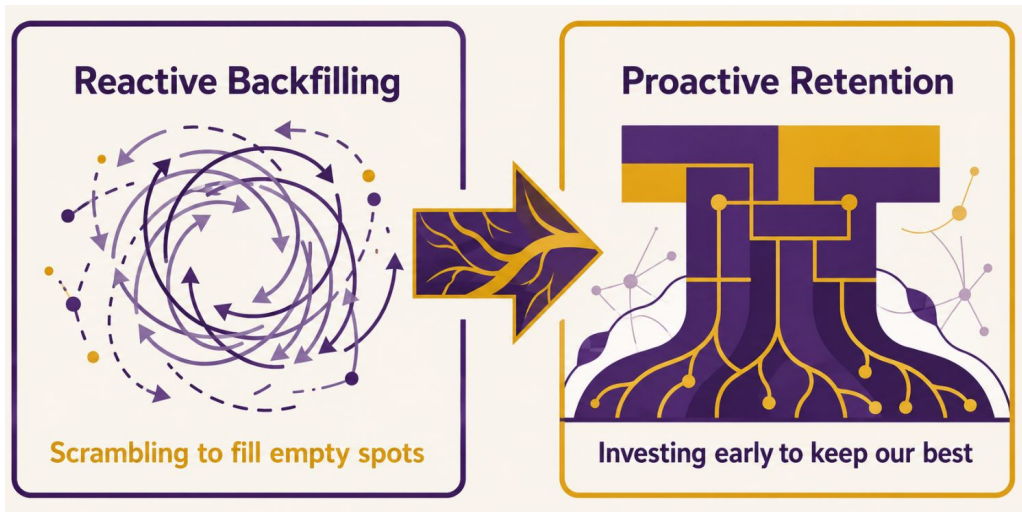
Grow Your Own (GYO)

Funding: MDE GYO
Grant

Focus: clear pathways for students and staff to become licensed educators

A Shift in Mindset: Proactive Retention

We cannot just hire our way out of shortage. Invest to keep our great teachers & staff is the priority. The purpose of mentorship is to create support, build belonging, and learn through shared experiences so we can retain licensed and non-licensed educators.



Our Diversity Gap

Our district proudly serves a diverse student population, **yet** our licensed workforce does not fully reflect the scholars in our classrooms.

By intentionally building pathways to recruit, develop, and retain BIPOC educators, we can create a workforce that better represents and supports our students.



Aligned with our A&I goal

Diversifying Our Workforce

- Overall: Staff of color 21% (90% retention)
- Vision: For our **licensed workforce** to be more reflective of the students and families the district serves.
- **Licensed staff of color**
 - Current reality: 10.98%
 - Short-term goals
 - 1-year goal: 12.48%
 - 3-year goal: 15.48%
 - Strategies
 - Summarize (e.g., GYO, Teacher Apprenticeship program, University pipelines/pathways, enhanced outreach at student teaching programs w/ diverse study body, contractual and statutory concerns, observation calibrations)

Teachers of Color Mentorship Program

One-on-one mentoring with experienced educators of color



Safe Spaces

Provides identity-affirming support where every educator feels seen, valued, and respected.



Connection

Creates dedicated time for educators to share experiences, build relationships, and hold space for one another.



Belonging

Fosters a deep sense of belonging so educators choose to stay, grow, and thrive in our district.

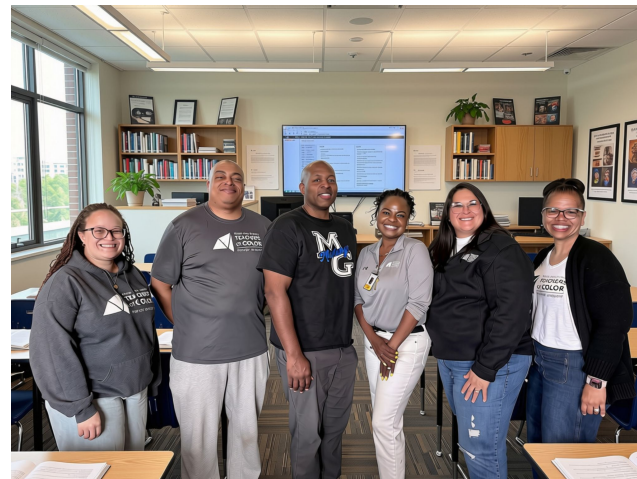
"Teachers stay where they feel valued, supported, and connected to meaningful work."

Inspired by Frederick Herzberg's Motivation-Hygiene Theory

TOC Mentorship Impact

Program Reach and Professional Learning

- **35 Teachers of Color mentees**
- **10 professional learning sessions** focused on:
 - Building Community and Belonging
 - Navigating School Systems
 - Instructional Strategies and Culturally Relevant Pedagogy
 - Data, Growth, and Reflection
 - Building Trust and Identity in Education
 - Wellness and Sustainability



Results

- **100% of participants eligible for continuing contract status successfully advanced.**
- **15 participants will return to the district and continue in TOC mentorship.**
- 4 participants will continue teaching in the district but have chosen not to continue in TOC mentorship.
- 8.6% of participants left the district
- 31 of 35 participants are confirmed to be returning, representing an 88.6% confirmed district retention rate.

Keeping our Special Education Teachers

Our Special Education student population has grown by 650 scholars in just five years. Retaining new special education teachers is a challenge, particularly in our most demanding center-based classrooms.



Our students with the highest needs require stability and experienced educators. When teachers leave their roles, it directly impacts our vulnerable students who thrive on consistency.

Supporting New Special Education Teachers

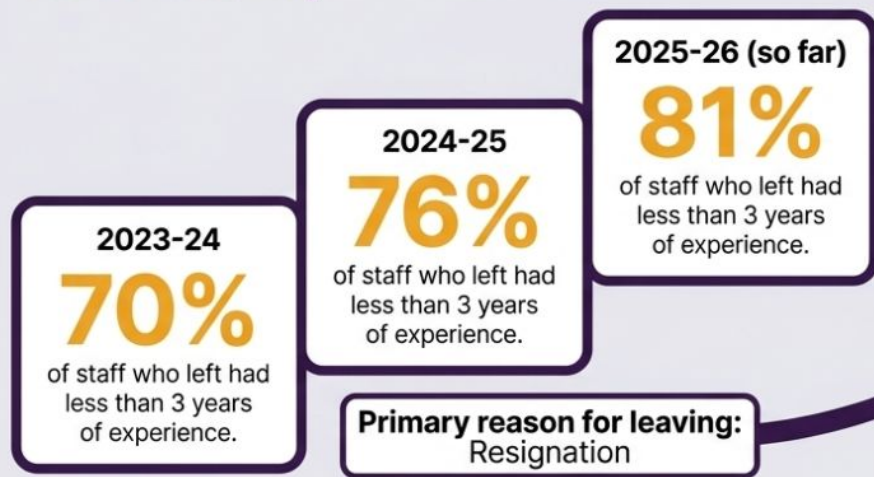
Adding our first full-time mentor dedicated to New Special Education Teacher. MDE (Teacher Mentorship Retention Grant)



Supporting out Educational Support Professionals (ESPs) - Why the first 3 years matter the most

Most of our support staff who leave the district do so during their first three years. We want to help them feel like they belong so they stay with us.

The Data Reality



The Solution

ESP On-Site Mentorship Pilot

Giving new staff a friendly face and support right where they work.

On-Site Guidance for Education Support Professionals (ESPs)



Identify

- Identify experienced, high-performing ESPs in each school
- Provide mentor training
- Match mentors with new employees



Support

- Daily guidance
- Problem-solving
- Resource sharing



Thrive

- Greater confidence
- Stronger belonging
- Improved performance
- Increased retention

Grow Your Own Mentorship

Adult & SpEd Pathway

Current staff paired with experienced mentors who meet monthly to navigate teacher preparation programs and licensure hurdles.

Secondary Students Pathway

Students complete paid summer internships (Camp ROCKS/Kidstop) supported by two mentors, gaining hands-on exposure to teaching roles before college.



Testimonial(s)

Pause & Reflect

What stood out to you as the strongest evidence of impact from today's presentation?

What additional data, outcomes, opportunities, or priorities would help us better assess the success of these initiatives and continue moving toward becoming the “Best Place to Work”?

Thank You.



Technology Use Update

Anthony Padrnos, Executive Director of Technology &
Dr. Jill Kind, Director of Learning & Achievement

August 18, 2026

Board Work Session

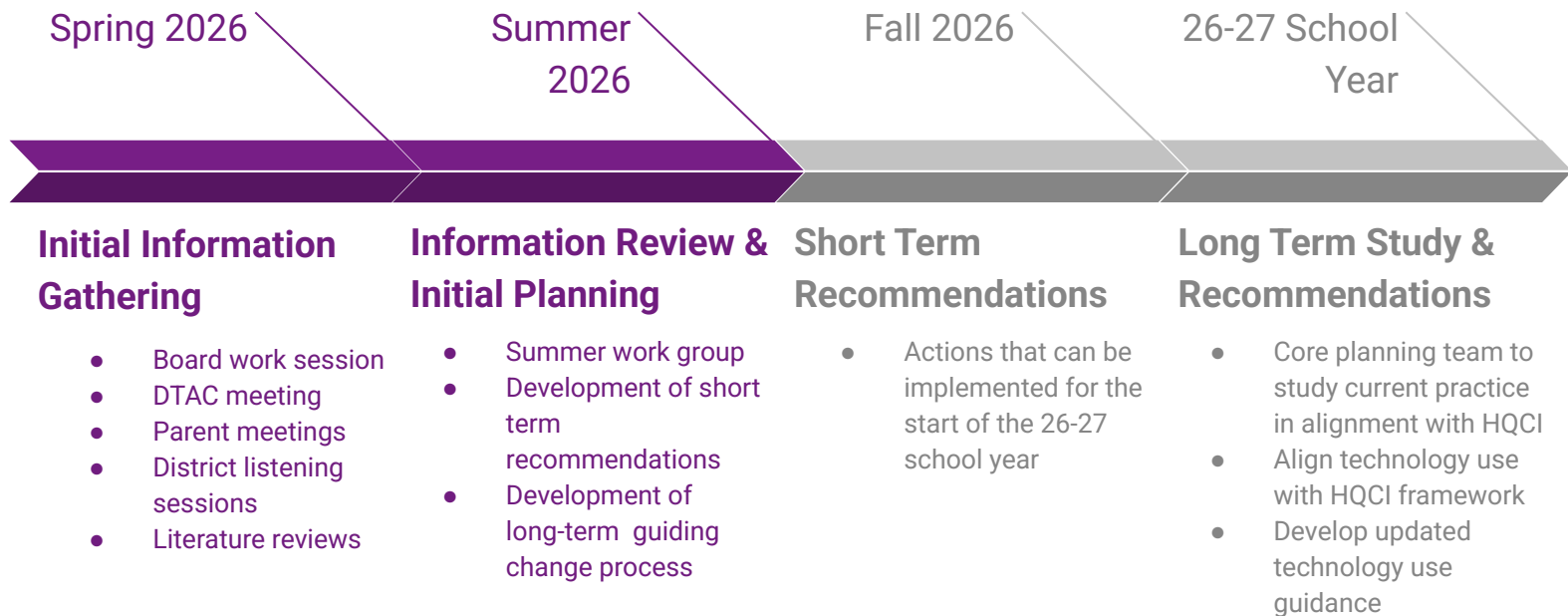


Presentation Outcomes

School Board members will:

- Learn about key recommendations for responsible use of technology in SY 2026-2027;
- learn about the framework for High Quality Core Instruction & Technology Use; and
- provide feedback on the process for long-term guidance development (draft) for technology use.

Timeline





Focus Question

How do we ensure responsible use of technology for learning?

- Commitment to the balance of evidence-based practices and human development

Short Term Recommendations

School Year 2026-2027



Information Reviewed

Original Desired State (DL4A 2017)

- Purposeful technology use that enhances learning.
- Consistent, high-quality learning experiences across classrooms.
- Educators being confident in making intentional instructional decisions.



Information Reviewed

Current Reality

- Rapidly evolving digital and AI landscape.
- Growing opportunities and choices for technology use.
- Diverse stakeholder perspectives on technology and screen time.
- Variation in implementation as practices continue to mature.



Information Reviewed

Parent Feedback (DTAC, Comm. Conv., Comm. Survey, Parent Mtg)

- Minimization of distraction from learning
- Limit of social media/ YouTube/ Entertainment
- Non-tech options/ balance in learning
- Training for Educators

Fall 2026 Recommendations

Elementary School (K-5) Student Digital Resource Changes:

- Turn off students ability to create Google Sites K-5
- Turn off Gemini and other LLM AI K-5 students
- Block Youtube for K-5 students

Middle School (6-8) Student Digital Resource Changes:

- Restrict AI to only Gemini NotebookLM for 6-8 students

K-12 Student Digital Resource Changes:

- Block remaining social media sites K-12 on district devices (X, Instagram)
- Moratorium on any new tier 3 tool additions in to Android and iOS app stores

Fall 2026 Recommendations - Cont'd.

Parent Resources:

- Implement outside of school parent controls through Lightspeed Parent Portal on district provided student devices

Staff Resources:

- Initial guidance and training module for teachers

Pause & Process

Short-term Recommendations

- What questions might you have about the recommendations?
- What other questions should we monitor as these recommendations are implemented?

Long Term - Guidance Development

Focus Question: How do we ensure responsible use of technology for learning?

Timeline for Guidance

Summer 2026: Review information, define problem, establish process

Fall 2026: Form technology use steering committee, draft recommendation, gather stakeholder feedback

Winter 26/27: February school board update, finalize draft guidance & recommendations

Spring 2027: Finalize guidance & recommendations

Summer 2027: Implement recommendations and prepare for possible training

Fall 2027: Implementation and training

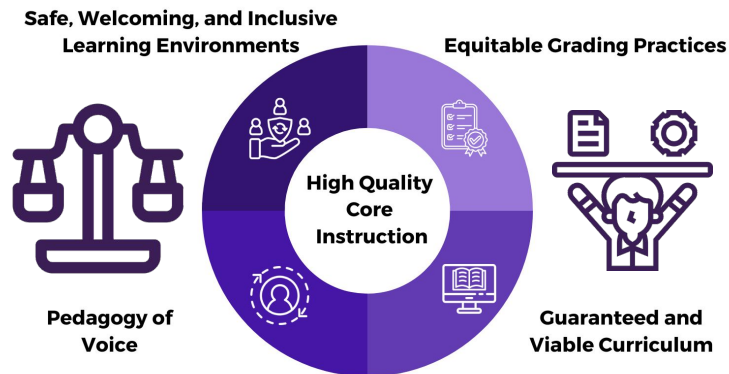
High Quality Core Instruction & Technology Use Framework

DRAFT 2026

High Quality Core Instruction & Technology Use

Guiding Question

How do we ensure an instructional environment that balances intentional instructional technology use with non-technology instruction?



Safe, Welcoming, and Inclusive Learning Environments

Genuine relationships come first. Technology should support classroom connection.

Pedagogical Alignment

Classroom Management

Establish clear visual cues and routines for when to use technology.

Digital Citizenship Curriculum

Teach students how to avoid online distractions and treat others well online.

Support for All Voices

Use audio/video tools so students have time to process and practice speaking.

Technical Safeguards

Social Media

Block remaining social media sites K-12 on district devices (X, Instagram)

Guaranteed and Viable Curriculum

Every student deserves equal access to great learning. Technology should enhance learning.

Pedagogical Alignment

Instruction

Technology is an assistant, not a substitute for a teacher.

The Curricular Audit

Ensure all core digital resources have print alternatives.

App Review

Choose apps that help students learn actively.

Technical Safeguards

YouTube

Block YouTube for K-5 students

Pedagogy of Voice

Empowers every student to be actively involved during instruction. Technology allows student to learn by creating content.

Pedagogical Alignment

Create, Don't Just Consume

Use devices to code, record audio, edit videos, or analyze data.

High Rates of Opportunities to Participate

Use quick online check-ins so every student can share their thoughts in real-time.

Technical Safeguards

Walled-Garden Communication

Limit elementary K-5 student access to email and document sharing to only within the organization domain.

Teacher Filter Overrides

Give teachers tools to monitor screens and temporarily block/unblock websites during class.

Google Sites

Turn off elementary K-5 student ability to create Google Sites.

Equitable Grading Practices

Grades should clearly show what a student has actually learned.
Technology should make student progress clear.



Pedagogical Alignment

Learning-Focused Gradebooks (Secondary)

Set up Schoology so grades reflect student mastery of skills.

Smart AI Restrictions

Block AI entirely in elementary school. Allow specific approved tools for middle and high schoolers.



Technical Safeguards

Gradual Release of Access to AI Tools

Middle School - Restrict AI access to only Gemini Notebook

Elementary - Turn off Gemini and other LLM AI

Professional Learning Outcomes

By the end of **SY 2026-27**:

- All licensed staff will be familiar with the High Quality Core Instruction with Technology framework
- all licensed staff will complete a required AI Guidance course;

Longer Term

- L&A will continue to facilitate a foundational AI professional learning session to be completed by all licensed staff by the end of 2027-28.

Desired Results

Clear Expectations for Technology Use

- Families, students, and educators understand when, why, and how technology is intentionally used to support learning.

Consistent, High-Quality Learning Experiences

- Students experience intentional and meaningful technology use regardless of school, grade level, or classroom.

Balanced and Intentional Learning

- Technology is used when it adds value, while maintaining appropriate opportunities for face-to-face interaction, hands-on learning, and non-digital activities.

Desired Results - Cont'd.

Future-Ready Graduates

- Students develop the skills needed for success in college, careers, and life, including communication, collaboration, creativity, and critical thinking.

Aligned and Sustainable System Support

- District teams work together to provide the training, resources, and support needed for long-term success.

Pause & Process

Long-term Guidance

- What may be missing or needs to be considered from the desired results to inform further recommendations?
- What stakeholder perspectives will be most important to consider before long-term recommendations are brought forward?



- **Form** Technology Use Steering Committee
- **Gather** Stakeholder Feedback
- **Prepare** long-term guidance
- **Present** to school board at February work session

Thank You



1 Yr Board Calendar Meeting Topics – 2026-2027 School Year (working draft)

Draft March 6, 2026; updated August 11, 2026

* indicates Student School Board Representatives in attendance to provide input

Osseo Area Schools						
Proposed Topics: July-December 2026 Agenda/Calendar						
	July	August	September	October	November	December
District Policy				Policy Committee Mtg (10/6/26)		Policy Committee Mtg (12/8/26)
Op Over-sight	Regular Meeting (7/14/26) - Consent agenda (teacher contracts) - JPA with City of Maple Grove - Aspen Ridge - Gifts to the district (brief meeting to act on required business)	Abatement hearing before work session on 8/18 Work Session (8/18/26) - Extracurricular Activities - Teacher Mentor Program - Technology Use Followed by Closed Negotiation Strategies Session and Closed Meeting: Superintendent End-of-year Summative Evaluation Regular Mtg (8/25/26) 1st reading of policies - Abatement Bond Authorization/Bond PreSale - Directors and Confidential Management Personnel Contracts	Work Session (9/24/26) - Personal Finance and Civics, Ethnic Studies - Caregiver's Academy - Update: Community Conversations 25-26 Regular Mtg (9/29/26) - Introduction of Student Board Representatives - Preliminary FY 2026 Financial Report (presentation) - Pay 2027 Levy Approval - Bond Sale 2nd reading of policies	Work Session (10/6/26) - Finance Framework Update Regular Mtg (10/20/26) - Xxx HOLD for Extra Work Session or Professional development (10/27/26)	Special Meeting: Election Canvassing (11/10/26) Canvass results of 2026 school board election Followed by Work Session (11/10/26) - LRFP Budget Parameters Regular Mtg (11/17/26) - FY26 Financial Audit Results presentation	Work Session (12/8/26) - Legislative Platform - Enrollment - Health Clinic Update Regular Mtg (12/15/26) - Legislative Platform - Final Levy/Truth in Taxation - LTFM Update - Combined polling place resolution 28-29 Academic School Year Calendar
Board Gov./ Self Gov.		Work Session Standing item: Board calendar review	Work Session Standing item: Board calendar review (15 min)	Work Session Standing item: Board calendar review (15 min)	Work Session Standing item: Board calendar review (15 min)	Work Session Standing item: Board calendar review (15 min)
Sup Relations				Develop superintendent evaluation/goal setting process		

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

Draft March 6, 2026; **updated xxxx**

* indicates Student School Board Representatives in attendance to provide input

Osseo Area Schools						
DRAFT Proposed Topics: January-June 2027 Agenda/Calendar						
	January	February	March	April	May	June
District Policy			Policy Committee Meeting (3/9/27)			Policy Committee Meeting (6/8/27))
Op Over-sight	Organizational Meeting (1/5/27) - Swearing in of newly elected board members - Election of board officers - Board compensation - Consent agenda (business, legal) - Committee and Joint Board representatives - Informational Items: Operating Protocols – Resolution and Agenda Setting followed by Work Session - xx HOLD for Extra Work Session or PD (1/12/27) Regular Mtg (1/26/27) - xxx - Annual Radon Report - Approval of property insurance carrier - Negotiations Strategy Meeting (SM/closed session)	Work Session (2/9/27) - LRFP Budget Update Regular Mtg (2/23/27) - FY27 Budget Adjustments - FY27 Capital Budget Approval	Work Session 3/9/27) - xx Regular Mtg (3/16/27) - xxx	Work Session (4/13/27) - xx Regular Mtg (4/27/27) - xxx	Work Session (5/11/27) - xxx <i>School Board closed session following work session for purpose of supt.summative end-of-year evaluation</i> Regular Mtg (5/25/27) - Retiree recognition - District Planning Advisory Council (DPAC) Recommendations - Termination of probationary teachers	Work Session (6/8/27) 2027-28 Budget - Legislative Update Regular Mtg (6/22/27) 2027-28 Budget 10-year LTFM Plan - State Demographer - Census
Board Gov./ Self Gov.	Election of board officers/annual meeting (AR)					
Sup Relations	Mid-year Sup evaluation check-in (SM/Closed session, informal)				School board conduct superintendent evaluation (closed meeting, May); report out (summary) at July meeting	