



Agenda  
Osseo Area Schools  
School Board

Regular Business Meeting  
Educational Service Center - Forum Room  
11200 93rd Ave N  
Maple Grove, MN 55369  
Thursday, September 24, 2026  
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](https://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<br>Thomas Brooks, Board Vice Chair                                               |    |
| 2. | 6:05 p.m. Check in<br>Dr. Kim Hiel, Superintendent                                                             |    |
| 3. | 6:05-6:45 p.m. Personal Finance, Civics & Ethnic Studies<br>Dr. Jill Kind, Director of Learning & Achievement  | 2  |
| 4. | 6:45-7:15 p.m. Caregiver Academy<br>Kay Vilella, Executive Director of Community Relations                     | 21 |
| 5. | 7:15-7:45 p.m. Update: 25-26 Community Conversations<br>Kay Vilella, Executive Director of Community Relations | 32 |
| 6. | 7:45-8:00 p.m. Board Calendar Review<br>Dr. Kim Hiel, Superintendent                                           | 41 |
| 7. | 8:00 p.m. Adjournment<br>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](https://www.district279.org), under "About Us > School Board."*



# Course Updates

Personal Finance, Civics, and Ethnic Studies

**Dr. Jill Kind**



# Presentation Outcomes

Board members will:

- learn about the statutory requirements around Personal Finance, Civics, and Ethnic Studies;
- learn how Osseo is meeting these requirements .



# Background

- 2023 Legislative Session
- Graduation Requirements
  - Personal Finance
  - Government and Civics
- Ethnic Studies Course Offerings

# Civics and Government

## 120B.021 REQUIRED ACADEMIC STANDARDS.

Students are also required to satisfactorily complete three and one-half credits of social studies, including credit for a course in government and citizenship in **either grade 11 or 12 for students beginning grade 9 in the 2025-26** school year and later

- Prior to Legislation
  - 9th grade Human Geography
  - 10th grade-US History
  - 11th grade-World History
  - 12th grade- Economics & Government & Citizenship
- No change in course offerings

# Personal Finance-All new

## 120B.024 CREDITS

(b) Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

- Prior to legislation
  - Elective
  - Open to all
- Required
  - After 9th grade

# Personal Finance

- Business and Social Studies teachers
- Adopt a curriculum
  - Reviewed 7
  - Next Gen Personal Finance
  - Aligned to MN Guidance
- Units of Study
  - Behavioral Economics
  - Earning & Income
  - Financial Systems
  - Credit & Debt
  - Risk Management
  - Budgeting & Investing



# Ethnic Studies Course Offerings-All new

## 120B.251 ETHNIC STUDIES REQUIREMENTS

Starting in the 2026-2027 school year, a district or charter school high school must offer an ethnic studies course that fulfills the requirements of this paragraph. Nothing in this section increases or otherwise affects the number of credits required for graduation under section [120B.024](#). An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local academic standards or other requirements.

- Students are NOT required to take these courses.
- Several Electives
  - Race and Culture I & II
  - African and American Literature
  - LGBTQ+ Literature
  - Ethnic Studies
  - LGBTQ+ Studies I & II
  - AP African American Studies

## Graduation Requirements

Notes:

- All requirements are three credits unless otherwise noted
- Some courses may have a replacement option for credit. See each department's page for details.

| CREDITS                                                                                            | GRADE 9                                                                                                                             | GRADE 10                                                             | GRADE 11                                                             | GRADE 12                                      | CREDITS |
|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------|---------|
|  ENGLISH          | ENGLISH 9                                                                                                                           | ENGLISH 10                                                           | ENGLISH 11                                                           | ENGLISH 12                                    | 12      |
|  MATH             | NON-LINEAR ALGEBRA*                                                                                                                 | GEOMETRY*                                                            | ALGEBRA 2*                                                           |                                               | 9       |
|  SCIENCE          | SCIENCE 9                                                                                                                           | MGSH, PCSH, & 279 ONLINE:<br>BIOLOGY<br>OSH:<br>CHEMISTRY OR PHYSICS | MGSH, PCSH, & 279 ONLINE:<br>CHEMISTRY OR PHYSICS<br>OSH:<br>BIOLOGY |                                               | 9       |
|  SOCIAL STUDIES   | HUMAN GEOGRAPHY (2)                                                                                                                 | U.S. HISTORY                                                         | WORLD HISTORY                                                        | ECONOMICS (1)<br>+<br>GOV'T & CITIZENSHIP (1) | 10      |
|  HEALTH           | MAY BE TAKEN IN ANY GRADE LEVEL                                                                                                     |                                                                      |                                                                      |                                               | 1       |
|  LIFE FITNESS     | MAY BE TAKEN IN ANY GRADE LEVEL                                                                                                     |                                                                      |                                                                      |                                               | 1       |
|  FINE ARTS        | MAY BE TAKEN IN ANY GRADE LEVEL                                                                                                     |                                                                      |                                                                      |                                               | 3       |
|  ELECTIVES        | MAY BE TAKEN IN ANY GRADE LEVEL                                                                                                     |                                                                      |                                                                      |                                               | 18      |
|  PERSONAL FINANCE | MAY BE TAKEN IN 10 <sup>TH</sup> , 11 <sup>TH</sup> OR 12 <sup>TH</sup> GRADE<br>added graduation requirement by State of Minnesota |                                                                      |                                                                      |                                               | 1       |
| TOTAL CREDITS REQUIRED TO GRADUATE                                                                 |                                                                                                                                     |                                                                      |                                                                      |                                               | 64      |



# Social Studies Standards

- Approved 2021
- Full implementation by 2026-2027 school year
- Most Osseo Social Studies materials K-12 were from pre-2010.



# Social Studies Materials

- **K-5-Exploring Social Studies MN**
- 6th grade-Northern Lights
- **7th grade- US History Interactive**
- **8th grade-Learning World Cultures & Geography**
- **9th grade-Exploring Geography & Global Issues**
- **10th grade-US History Interactive**
- **11th grade-World History Interactive**
- 12th grade
  - Government & Magruder's Civics-American Government
  - Economics-Locally developed



# Ethnic Studies Standards

- One of five anchor standards taught K-12
  - Citizenship and Government
  - Economics
  - Geography
  - History
  - Ethnic Studies
- Embedded into each grade K-8
- High School writing teams placed by grade level and course

# Ethnic Studies Standards

## Anchor Standard Twenty-Three: Identity:

Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

## Anchor Standard Twenty Four- Resistance:

Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.

## Anchor Standard Twenty-Five- Ways of

Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.

# Ethnic Studies Standards In Practice

## ***Kindergarten***

*MN Benchmark: Retell a story about an unfair experience that conveys a power imbalance (a personal experience or one from a story). Share what can be learned from this story.*

Anchor Standard Twenty-Three: Identity:  
Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized,<sup>14</sup> erased, or ignored.

# Ethnic Studies Standards In Practice

## Playing Fair

Unit 4



**Guiding Question:** Why is it important to be fair?

**Directions:** Listen to the text.\* Then, answer the questions.

Maria was playing blocks with her big brother Sam. Sam took all the red blocks. He did not share. Maria felt sad.

1. Circle how Maria feels.



2. What can Sam do to be fair?

\_\_\_\_\_

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\_\_\_\_\_

3. Draw a picture of Sam and Maria playing fairly.

\_\_\_\_\_

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\_\_\_\_\_

What would you have done if you were Maria?



**\*Teacher Directions:** Read the text to students.

## A Personal Story

Unit 4

**Directions:** Draw a picture of a time something unfair happened to you or a friend. Answer the questions.

\_\_\_\_\_

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\_\_\_\_\_

1. What is happening in the picture you drew?

\_\_\_\_\_

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\_\_\_\_\_

2. What could have been done to make things fair?

\_\_\_\_\_

-----

\_\_\_\_\_

# Ethnic Studies Standards In Practice

## **Grade 4**

*MN Benchmark: Identify the processes and impacts of colonization and examine how discrimination and oppression of various racial and ethnic groups have produced resistance movements.*

## **Unit 3: Migration, Identity, and History**

Anchor Standard Twenty-Five- Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.

# Ethnic Studies Standards In Practice

## Lesson Timeline

| Day 1                                                                                            | Day 2                                                                                                     | Day 3                                                               | Day 4                                                                  | Day 5                                                                                           |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Primary Source Activity<br>(page 3)                                                              | Before Reading<br>(page 4)                                                                                | During Reading<br>(page 5)                                          | After Reading<br>(page 6)                                              | End-of-Lesson Activities<br>(page 7)                                                            |
| Students examine the primary sources and answer questions, and the teacher assigns script roles. | Students read example sentences with different tones and apply that knowledge when practicing the script. | Students research life among the Nez Perce and practice the script. | Students draw pictures, write songs or poems, and practice the script. | Students present a final rehearsed version of the reader's theater and/or take the assessments. |

Anchor Standard Twenty-Five- Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.

# Ethnic Studies Standards In Practice



## Act 2

**Yellow Bull:** The earth is frozen by an early snow, and our people's spirits are weakened by fatigue.

**Chief Joseph:** Yes, we have been resting at Bear Paw Mountain for two days now. We are just 42 miles from safety at the Canadian border. This break has helped to revive some of our people.

**Yellow Bull:** Chief Joseph, Looking Glass's scouts told me that they did not see a trace of General Howard and his army. We suspect that he is at least a few days behind us.

**Chief Joseph:** Our people are worn and tired, but I believe General Howard and his soldiers are just as weary. Perhaps now he has given up the chase after three months of pursuing us over 1,500 miles of mountains and valleys.

**Yellow Bull:** But even if they have given up their pursuit, we must move again. The weather is changing and another snowstorm approaches. Soon it will be too dangerous to cover the terrain.



**Chief Joseph:** Yes, that is so. With a good lead, we will regain our strength as we move to Canada to seek Sitting Bull's protection. Another two days of travel is all that we will need.

**Yellow Bull:** If only my son, Red Moccasin Tops, and his foolish friends had not killed the four white men several months ago, we would not be so far from our home where our fathers lie with Great Spirit.

**Chief Joseph:** Until that terrible day, the Nez Perce could claim we had never harmed a white man.

**Yellow Bull:** The friendship our fathers had made with the explorers Lewis and Clark had been honored all of those years, until my son and the others behaved so poorly.

**Chief Joseph:** It was not entirely your son's fault. First, President Grant cancelled the order of 1873 that had protected one million acres of our fathers' land from white settlers. Then, General Howard demanded that we move to the Lapwai Reservation in 30 days, and everything the young braves knew and loved was to be left behind. It was just too much for Red Moccasin Tops and his friends to bear.

Anchor Standard Twenty-Five- Ways of Knowing and Methodologies: Use ethnic and Indigenous studies methods and sources in order to understand the roots of contemporary systems of oppression and apply lessons from the past that could eliminate historical and contemporary injustices.



## Pause and Process

- What questions might you have about the statutory requirements of the courses presented?
- Other questions?



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# Caregiver Academy

Sept. 24, 2026

# DPAC's shared thoughts

- Formal recommendation: Structured engagement opportunities and resources, specifically designed to enhance student academic outcomes and social-emotional learning.
- Research shows having parents/caregivers as co-educators closes racial and economic achievement gaps and meets holistic student needs.
- Students need to be ready for kindergarten, graduate successfully and leave ready for college/career.
- Suggest a one-stop digital shop of resources and webinars to do this.
- Suggest it be called a Caregiver Academy, which is similar to Parent Academies or Parent Universities across the country.

# Our additional research

- Digital and in-person versions across the country; sometimes for specific groups of families
- Examples tended to focus on navigating the school system, increasing home-to-school connection and general parenting
- Connected internally with learning/achievement, enrollment, multilingual, equity

## Parent Learning: CPEO

Parents can enroll in a free parent academy called CPEO (Connecting Parents to Educational Opportunities). CPEO helps parents develop skills to help their children succeed in school.

CPEO is for parents with children in elementary, middle and high school. The program is taught in English, Spanish, Hmong and Somali.

The program runs for 3-8 weeks with classes once a week. Childcare, meals and transportation are provided to families who need them.

### Topics

- Creating home learning environments
- Developing skills for collaborating with school staff
- Understanding your child's emotional and social development
- Navigating the school system
- Helping your child explore career and college options

The CPEO program is sponsored and supported by Minneapolis Public Schools. CPEO provides a framework for creating a community in which parents and teachers collaborate to transform each child's educational environment, both at home and at school, so that all children can achieve their greatest academic potential.

### Enroll today!

Complete the form

- [Español](#)
- [Soomaali](#)
- [Hmoob](#)

### Contact

**Shakur Ali**  
Engagement, Education, and Outreach  
Specialist  
CPEO Coordinator  
[shakur.ali@mpls.k12.mn.us](mailto:shakur.ali@mpls.k12.mn.us)



Davis Center  
1250 W. Broadway Ave  
Minneapolis, MN 55411



GET SOCIAL

# Goals

- Demonstrate our desire to partner with parents/caregivers to meet every learner's needs.
- Equip parents/caregivers with the knowledge and tools they need to support their students' growth and success, including a positive home environment.
- Equip parents/caregivers with the knowledge and tools to advocate for their student in our school system.
- Establish a more connected learning community.

# Focus areas connecting to goals

- Getting started (system navigation)
- Academic growth
- Key transitions
- Family well-being and community resources
- Multilingual and cultural partnerships
- Awareness of events and additional support

# AI-generated content example

Osseo Area Schools: PK–12 Osseo Parent/Family Hub or ACADEMY  Search resources... |  Language: [ English v ]

**Welcome to Osseo Area Schools. We're Here to Partner With You.**

Equipping parents & caregivers with tools to support student growth, navigate tech, and advocate for learning.

**QUICK LINKS:**  ParentVUE Login  Bus Routes  Meal Accounts  District Calendar

**FILTER BY STAGE:** [ Pre-K / Early Ed ] [ Elementary (K–5) ] [ Middle School (6–8) ] [ High School (9–12) ]

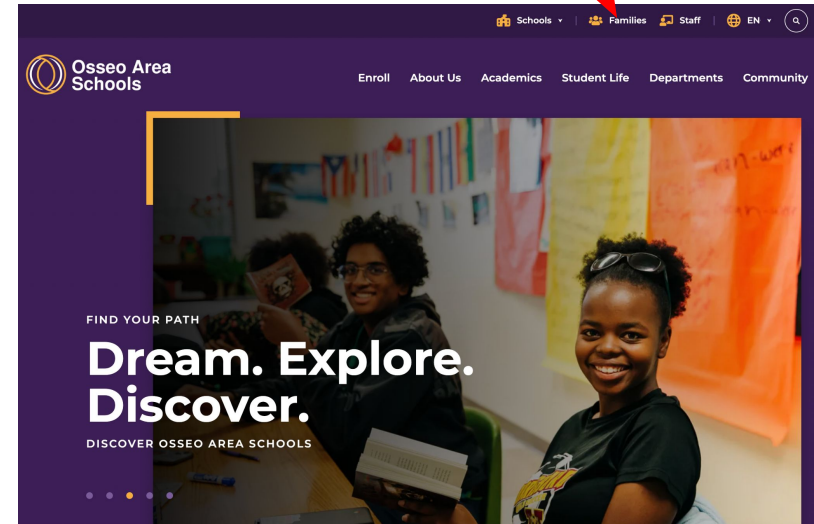
|                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>1. Getting Started</b> <ul style="list-style-type: none"><li>• Tech Tutorials (ParentVUE)</li><li>• Bus Routes &amp; Meal Accounts</li><li>• Mid-Year Transfer Guide</li><li>• Immunization Checklist</li></ul> |  <b>2. Academic Growth</b> <ul style="list-style-type: none"><li>• Grade-Level Expectations</li><li>• Reading &amp; Math At-Home</li><li>• Understanding Score Reports</li><li>• Special Ed &amp; Interventions</li></ul> |  <b>3. Key Transitions</b> <ul style="list-style-type: none"><li>• Kindergarten Readiness</li><li>• 6th Grade Middle Jump</li><li>• 9th Grade High Transition</li><li>• College &amp; Career Pathways</li></ul>                    |
|  <b>4. Family Well-Being</b> <ul style="list-style-type: none"><li>• New Welcome Center</li><li>• Housing, Food &amp; Gas Support</li><li>• Mental Health Directory</li><li>• Caregiver Academy Series</li></ul>    |  <b>5. Multilingual Hub</b> <ul style="list-style-type: none"><li>• Cultural Liaison Contacts</li><li>• Translated Handbooks</li><li>• Multilingual Family Nights</li><li>• DPAC Advisory Group Info</li></ul>            |  <b>6. Events &amp; Support</b> <ul style="list-style-type: none"><li>• School Info Fairs</li><li>• Course Registration Nights</li><li>• Parent Classes and/or Need To Know Information</li><li>• Direct Staff Directory</li></ul> |

Need Help in Person? Visit New Welcome Center or Call Welcome Center Helpline: (555) 019-2831

# Direction through spring 2027

## A digital update

- Plan to overhaul the Families page linked at the top right of our website
- Content exists for many of the focus areas so will be included
- Content on Parent/Family Toolkit Google Site will also be included
- Parent/caregiver feedback will be asked and considered





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*Renaming digital component to:*

**Family/Caregiver  
Resource Hub**



# Considerations after this year

- Review possibility of offering hybrid how-to informational sessions using existing committees and/or departments, eg. FACE
- Review new family welcome practice at schools

# Timeline

- Now through spring 2027
  - Gather internal and external feedback, including from DPAC, on the page outline
  - Add content and launch
- Summer 2027+
  - Start reviewing future considerations

**Thank you for your time!**  
**Happy to answer any questions**



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# Community Conversations

Sept. 24, 2026



# Goals

- For the community to feel engaged and listened to (valued/heard).
- To have a focused approach to gathering and better understanding family experiences.
- For the community to maintain or even increase their trust in us.

# Format in 2025-26

- Survey to all community members.
- The top 2-3 survey topics were the focus of in-person districtwide conversations alongside an open-ended question
  - About 30 minutes for each topic with 1-2 minutes of information beforehand
  - Conversation held in small groups with district leaders facilitating and the board listening
- Completed three times last school year
- Full summary report late spring



# Heard from the board

- Desire to connect at conferences where families are, but concerned with busy schedules
- Liked last year's focus on top topics with an additional opportunity for open feedback
- Liked idea of continuing conversations on last year's top topics and/or topics aligned to our priorities
- Acknowledged that asking for open-ended feedback often could create a heavy rotation of new priorities; need to be clear of plans and/or offer lighter schedule
- Desire to work with partners like FACE

# Proposed 2026-27 format

With a district leader, each board member hosts a table at one fall conference.

- Introduce yourself
- Ask families to fill out digital survey; one question asks if they're interested in a later group conversation

Survey QR code on TV screens, posters and flyers at six schools and all others.

Comm Relations and FACE support.



# Proposed 2026-27 format

All community members welcome to district conversation around January/February

- Three topics discussed. 1-2 minutes of information to group followed by about 25-30 minutes of small group conversation.
- District leaders facilitate small groups with board listening in.
- Reminders sent to families that shared interest in later group conversation back in fall.
- Topics:
  - Classroom technology
  - Teaching and learning for math and reading
  - Financial stability

# Positives of 2026-27 format

- Reaches more families
- Provides school-specific and districtwide insights
- Requires less promotion for the conference portion
- Gives more awareness to the districtwide conversation
- Gives the whole community access with the districtwide conversation
- Shows action with last year's next steps
- Shows alignment with operational plan priorities



# Pause and reflect

In groups of two:

- Are we feeling comfortable with the proposed 2026-27 format - why/why not
- Any final thoughts as we move ahead this year?

**Thank you for your time!**  
**Happy to answer any questions**



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

Draft March 6, 2026; updated September 22, 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                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>District Policy</b>                              |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Policy Committee Mtg (10/6/26)</li> </ul>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Policy Committee Mtg (12/8/26)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Op Over-sight</b>                                | <b>Regular Meeting</b> (7/14/26) <ul style="list-style-type: none"> <li>Consent agenda (teacher contracts)</li> <li>JPA with City of Maple Grove - Aspen Ridge</li> <li>Gifts to the district (brief meeting to act on required business)</li> </ul> | Abatement hearing before work session on 8/18<br><b>Work Session</b> (8/18/26) <ul style="list-style-type: none"> <li>Extracurricular Activities</li> <li>Teacher Mentor Program</li> <li>Technology Use</li> </ul> Followed by Closed Negotiation Strategies Session and Closed Meeting: Superintendent End-of-year Summative Evaluation<br><br><b>Regular Mtg</b> (8/25/26) <ul style="list-style-type: none"> <li>1st reading of policies</li> <li>Abatement Bond Authorization/Bond PreSale</li> <li>Directors and Confidential Management Personnel Contracts</li> </ul> | <b>Work Session</b> (9/24/26) <ul style="list-style-type: none"> <li>Personal Finance and Civics, Ethnic Studies</li> <li>Caregiver's Academy</li> <li>Update: Community Conversations 25-26</li> </ul> <b>Regular Mtg</b> (9/29/26) <ul style="list-style-type: none"> <li>Introduction of Student Board Representatives</li> <li>Preliminary FY 2026 Financial Report (presentation)</li> <li>Pay 2027 Levy Approval</li> <li>Bond Sale</li> <li>2nd reading of policies</li> </ul> | <b>Work Session</b> (10/6/26) <ul style="list-style-type: none"> <li>Finance Framework Update</li> <li>Enrollment Parameters</li> <li>Update on Crest View Repurpose</li> </ul> <b>Regular Mtg</b> (10/20/26) <ul style="list-style-type: none"> <li>Repurposed site's naming</li> </ul> <b>Professional development</b> (10/27/26) <ul style="list-style-type: none"> <li>Psychological Safety</li> </ul> | <b>Special Meeting: Election Canvassing</b> (11/10/26)<br>Canvass results of 2026 school board election<br><b>Followed by Work Session</b> (11/10/26) <ul style="list-style-type: none"> <li>LRFP Budget Parameters</li> <li>Comprehensive Assessment &amp; Civic Readiness</li> <li>SEEDS (Sped Enrollment)</li> </ul> <b>Regular Mtg</b> (11/17/26) <ul style="list-style-type: none"> <li>FY26 Financial Audit Results presentation</li> </ul> | <b>Work Session</b> (12/8/26) <ul style="list-style-type: none"> <li>Legislative Platform</li> <li>Enrollment</li> <li>Health Clinic Update</li> </ul> <b>Regular Mtg</b> (12/15/26) <ul style="list-style-type: none"> <li>Legislative Platform</li> <li>Tech Update Presentation</li> <li>Final Levy/Truth in Taxation</li> <li>LTFM Update</li> <li>Combined polling place resolution</li> <li>28-29 Academic School Year Calendar</li> </ul> |
| <b>Board Gov./ Self Gov.</b>                        |                                                                                                                                                                                                                                                      | <b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | <b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>                                                                                                                                                                                                                                                                                        | <b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>                                                                                                                                                                                                                                                                                                                               | <b>Work Session</b> <ul style="list-style-type: none"> <li>Standing item: Board calendar review (15 min)</li> </ul>                                                                                                                                                                                                                                                                                                                              |
| <b>Sup Relations</b>                                |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Develop superintendent evaluation/goal setting process                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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

Draft March 6, 2026; **updated September 22, 2026**

\* indicates Student School Board Representatives in attendance to provide input

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