

Project – Snapshot

Project Name: Grade Configuration
Project Director: Kate Maguire, Superintendent
Project Manager: Kim Riesgraf, Assistant Superintendent
Key Contact(s): Dale Carlstrom, Teri Staloch, Wendy Biallas-Odell, Janet Thomas-Bouyer, Tim Wilson
Last Updated: 5.22.2014

Project Rationale *(Describe the project need, the opportunity and/or the problem to be solved. Provide a description of the project proposed solution. Identify the anticipated consumers of the project and why they will benefit from the project)*

In order to implement All-Day Kindergarten at all elementary schools and maintain our current programming in the areas of early childhood education, gifted education, intervention services and other special programs, additional space is needed at the elementary level.

Possible solutions were considered during fall and winter of 2013-14 and they were shared with the school board during work sessions. At school board direction, the preliminary ideas were shared with staff and our community for feedback. As a result of that feedback, the solution identified is to revise grade spans as follows:

Elementary will be preK/Kindergarten through grade 5
 Sixth grade will relocate to create 6-8 middle schools
 Ninth grade will relocate to create 9-12 high schools

To accommodate 9th grade at the 3 comprehensive high schools (Maple Grove, Osseo and Park Center), space will be created by building additions and repurposing space at all three schools.

Consistency/Fit with Organization’s Strategic Plan *(Describe how this project and its objectives specifically support the organization’s current strategic plan.)*

We have identified several key strategies that we’ll use to accomplish our bold mission, and one of them is around creating transformational system change to ensure equitable student achievement. It’s transformational changes that are really going to be necessary to accomplish our goal which is to improve achievement for all students and to accelerate growth of underperforming students in order to close the racial achievement gap.

This strategy provides important context for the conversation about grade configuration because all-day kindergarten programming is one of those changes that we know can transform early learning. That’s why expanding access to all-day kindergarten has been a school board approved priority goal since 2007. Early learning is a proven accelerator to close learning gaps.

Additional benefits at the middle level and high school were identified during the process. Among these benefits is alignment of the grade spans with state standards for core subjects, greater access to advanced coursework for secondary students, a more coherent high school program, and smoother transitions for transfer students.

Major Alternatives Considered and Why Rejected *(Explain what would happen if you do nothing. Describe other alternatives that were considered and why they were rejected. Explain why you choose the selected alternative.)*

One alternative to changing grade spans was to add on to some elementary schools and to readjust boundaries to balance enrollment across the elementary level. This change was ruled out because the boundary change would affect 7 to 10 elementary schools.

Another alternative was to add on to one high school and to readjust boundaries to balance enrollment across the high school level. This change was ruled out because the boundary change would affect approximately 400 high school students and their families. Instead, community feedback supported adding and repurposing space at all three comprehensive high schools, which will avoid boundary changes related to new grade spans.

A one-year plan was developed to create the space needed to expand All-Day Kindergarten so that every elementary school would provide the district's free, all-day kindergarten program. This plan will result in crowding that can be accommodated for one year (prior to the 2015-2016 implementation of new grade spans) but is not able to be accommodated for the long term.

Known Project Constraints *(Identify any constraints known about this project that will affect the budget, schedule, resources, or any other known constraints for this project.)*

The change in grade spans must be completed for a smooth transition for Fall 2015.

The financing will require the sale of capital facility bonds and adding to the lease levy. Timelines for these mechanisms must be met.

Licensure questions affecting staffing at the middle level need to be resolved. Identification of the middle level model is essential in determining the licensure requirements for 6th grade teachers moving to middle school and planning for staff reassignment.

Professional development for staff being reassigned will be required for team building and program implementation.

High school design must be considered in determining any adjustments needed to the current high school model with the addition of 9th grade and the requirements of the World's Best Workforce legislation.

Building additions and repurposing at the three high schools will require concept work, review and comment by the Minnesota Department of Education, completion of the construction work and taking occupancy in time for school to open in the Fall of 2015.

Estimate for Overall Project *(include here the basis of the estimate (e.g. historical information, other school district's similar project, expert judgment etc.)*

An estimated cost for the overall project is between \$20 million and \$24 million. The estimated duration is approximately 24 months to 27 months.

High Level Schedule / Milestone's for Project Planning *(Any project milestones or major project activity that will happen during this period of time should be added to the High Level Schedule. The major deliverable for Project Planning (High Level) is the Project Initiation Plan (PIP).)*

Milestone	Start Date	Finish Date
Prepare for the Project	10.1.2013	3.18.2014
Conduct Project Initiation Planning Meeting for the Planning Team	3.18.2014	4.21.14
Develop the Project Initiation Plan	3.18.2014	5.2.2014
Confirm Approval to Proceed- Approved Project Initiation Plan	3.19.2014	5.6.2014

Assumptions:

The project team leads will attend the Project Initiation Planning meeting and contribute the development of the project initiation plan. The school board will affirm project initiation plan at the May 6, 2014 work session.

Budget Summary for Project Planning (High Level) *(\$, people, equipment, facilities, software, etc)*

Type of Expense	Cost (\$)	Funding Source
Staff Expense (Project Management)	\$178,967	Fund 1 – General Transportation/Operations
Capital Expense (including ATS&R design fee)	\$19.5 million	Fund 5 – General Operating Capital, Lease Levy
Operating Expense (Middle Level Design & Professional Dev)	\$76,405	Fund 1
Contingency	See note below	Fund 1 and Fund 5
Total Budget for Project Planning (High Level)	\$19.8 million	Fund 1 and Fund 5

Assumptions:

All contingencies related to facilities, operations and construction must be accommodated as part of the \$20 million capital budget. Other contingencies must be accommodated through the redeployment of existing budget capacity identified in the FY 2015 PEAR Summary document.

Resources <i>(Define the make-up of the project resources for the development of the Grade Configuration High Level Plan and any other activities that will be done during this period. Include those specific individuals that have been identified and also show those that need 'To Be Determined' (TBD).</i>			
Team Role	Name & Title (If known)	% Time or hrs	Date Range
Project Management	Kim Riesgraf, Assistant Superintendent of Administration	100 %	7/1/2014 – 6/30/2016
High School Facility Repurpose and Additions	Dale Carlstrom, Director of Facilities and Transportation Operations	20 %	7/1/2014 – 6/30/2016
Middle Level Design High School Design	Wendy Biallas-Odell, Director of Curriculum, Instruction and Ed. Standards	30%	7/1/2014 – 6/30/2016
Human Resources – Staffing	Janet Thomas-Bouyer, Director of Human Resources	5%	7/1/2014 – 9/30/2015
High School Programming	Astein Osei, Division of Leadership, Teaching and Learning Principal	10%	7/1/2014 – 9/30/2015
Technology	Tim Wilson, Chief Technology Officer	15%	7/1/2014 – 6/30/2016
Finance	Kelly Benusa, Director of Business Services	5%	7/1/2014 – 6/30/2016

Resourcing comments, constraints, and/or issues:

Additional staff may be needed to assume responsibility for specific aspects of the project. For example, a communication plan will to outline strategies and responsibilities in this area. In addition, all principals will have responsibility for developing a site transition plan that includes student, staff and families perspectives and all directors will have the responsibility for developing a department transition plan.

Governance for Project Planning (High Level) <i>(Define the governance model for the project planning (high level) phase of the project)</i>		
Project Sponsor: ISD 279 – Osseo Area Schools School Board		
Project Director: Kate Maguire, Superintendent of Schools		
Project Manager: Kim Riesgraf, Assistant Superintendent of Administration		
Steering Committee/Advisory Group: Representatives of key stakeholders to provide direction and guidance to the project and act individually and collectively as a vocal and visible champion for the project.		
Ray Kirch	Activities Coordinator	Osseo Senior High
Kelli Parpart	Ass't Superintendent	Leadership, Teaching & Learning
Teri Staloch	Ass't Superintendent	Leadership, Teaching & Learning
Kim Riesgraf	Ass't Superintendent	Administration
Tim Wilson	Chief Technology Officer	Instructional & Info. Technology
Chris Brooks	Coordinator	Information Systems
BJ Irmiter	Coordinator	Leadership, Teaching & Learning
Christian Olson	Coordinator	Enrollment Center
Janet Thomas-Bouyer	Director	Human Resources
Wendy Biallas-Odell	Director	Curriculum, Instruction
Tony Hudson	Director	Educational Equity
Kathy Bushman	Director	Student Services
Dale Carlstrom	Director	Facilities and Transportation
Barb Olson	Director	Community Relations
Don Pascoe	Director	Research, Assessment & Accountability
Astein Osei	Principal	Leadership, Teaching & Learning
Becky Hespen	Ed. Support Professional	Education Minnesota-Osseo
Kelly Wilson	EMO President	Education Minnesota-Osseo
	EMO Secondary Vice	
Phil Bernards	President	Education Minnesota-Osseo
Judy McDonald	Executive Director	Human Resources
Patricia Magnuson	Executive Director	Finance and Operations
Brian Siverson-Hall	Executive Director	Community Engagement
Lisa Hartman	Principal	Middle Level Principal
Ann Mock	Principal	Elementary Principal
Sara Vernig	Principal	High School Principal
Jacki Girtz	School Board	Osseo Area Schools
Teresa Lunt	School Board	Osseo Area Schools
Omar Adams	Asst Principal	Elementary Principal
Kate Maguire	Superintendent	Osseo Area Schools
Project Team Leaders: Wendy Biallas-Odell, Director of Curriculum, Instruction and Educational Standards; Dale Carlstrom, Director of Facilities and Transportation Operations; Astein Osei, Principal: DLTL; Janet Thomas-Bouyer; Director of Human Resources		