

Grade Configuration**Project Initiation Plan**

Project Name	Grade Reconfiguration
Project Director	Kate Maguire, Superintendent
Project Manager	Kim Riesgraf, Asst. Superintendent of Administration
Proposed Project Start Date	July 1, 2014
Proposed Project End Date	June 30, 2016
Key Contact, Phone #	Kim Riesgraf, 763-391-7060 (office)
Project Initiation Plan Reviewed with the School Board	May 6, 2014
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Version	3

Contents

Change Record	iii
Background	1
Goals and Objectives	2
Project Scope	4
High Level Schedule	6
Stakeholder Roles and Responsibilities	9
Communication Plan	12
Benefits and Budget	17
Project Management Structure and Resourcing	19
Management Approaches	20
Risk Management	20

Change Record

Date	Author	Version	Change Reference
4.29.2014	Kim Riesgraf	DRAFT	
5.28.2014	Kim Riesgraf	1	Incorporated feedback from School Board, Learning Leaders and Project Team Leaders.
7.3.2014	Kim Riesgraf	2	Incorporated feedback from steering committee
12.2.2014	Kim Riesgraf	3	Revised participant names, added/revised timelines for each project team, incorporated risk management

The Project Initiation Plan is a reference document that defines the scope and approach to the ISD 279 Grade Reconfiguration Project. At a high level, the purpose of this document is to define how grade reconfiguration and the associated facilities improvements projects will be managed. It identifies the initial project teams needed and broadly establishes timelines and deliverables for the teams. It will form the basis for the detailed planning of the project and will serve as a base document against which the School Board and Project Director can assess progress and change management in order to ensure a smooth transition to the new grade spans beginning the Fall of 2015.

Background

Last May, the Minnesota legislature approved funding for all-day kindergarten for all school districts beginning fall 2014. Expanding to all-day Kindergarten has been a priority for ISD 279 for several years and the funding will allow us to change the remaining half-day sections of Kindergarten to all-day. As a result, we need approximately 18 more classrooms. A temporary plan was implemented to make adjustments to accommodate the additional classrooms for only one year (2014-2015 school year). In order to accommodate this need in the long term, a change in grade spans was approved by the School Board in March 2014. Grade spans will be revised beginning the fall of 2015, 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

The change in grade spans to PreK/K – 5, 6-8 and 9-12 will be accommodated by building additions on to our three comprehensive high schools. This avoids high school boundary or elementary boundary changes caused by the expansion of all-day Kindergarten and grade reconfiguration. This does not mean that the district will never change school boundaries. Periodic adjustments to school boundaries will be necessary as populations shift in our communities and schools. The plan to add space to our high schools aligns with the community feedback the school board and administration received on the preliminary grade configuration recommendation.

Changing grade spans has benefits for each level. Elementary schools will have more space to accommodate all-day kindergarten and provide flexibility for special programming. The grade configuration aligns with the way state academic standards are written in science, math and language arts. The middle school environment allows for greater access to advanced coursework. We also have the opportunity to design middle level programming to better meet adolescent needs. Ninth grade students will have a more coherent high school program since all the courses required for graduation will be under one roof. Ninth grade students who need more rigor will have access to a wider array of advanced courses. If 9th graders struggle or fail a course, we will be able to intervene more effectively. Ninth grade students will also have access to a wider array of elective courses, activities and athletics.

Goals and Objectives

Overall Goal: Beginning the 2015-16 school year, the grade spans for the school district will be elementary PreK/Kindergarten through grade 5, middle school grades 6-8 and high school grades 9-12.

Table 1: Initial Project Objectives

	Objective	Description
1	High School Additions and Repurpose	Additions and repurposing will be completed at all three comprehensive high schools to accommodate 9 th grade students.
2	Middle Level Program Design	A middle level program design will be developed and implemented that better meets the adolescent developmental needs of 6 th through 8 th grade.
3	High School Programming	Consider adjustments to high school model with the addition of 9 th grade and the requirements of the World's Best Workforce legislation.
4	Smooth transition of staff to new buildings, new grade levels and new teams.	Transition plans, including teacher transfer and professional development, are effectively implemented for middle level and high school teachers and teacher teams.
5	Smooth transition of students between levels	Transition plans are effectively implemented for 5 th and 6 th grade students to move to the middle level as 6 th and 7 th grade students, and 8 th and 9 th grade students to move to the high school as 9 th and 10 th grade students in the fall of 2015.
6	Inclusive "end of level" activities and celebrations	Students transitioning to next level of schooling will experience meaningful end of level milestone events that have been part their school's culture (e.g. school patrol, etc.).

Success Criteria

The overall project success will be evaluated based on the criteria outlined below for each of the Project Objectives.

Table 1: Success Criteria

	Objective	Success Criteria
1	High School Additions and Repurpose	All high school facility improvements and additions are completed on time and within budget.
2	Middle Level Program Design	A middle level design is selected early in the process so that professional development and transition of staff can be planned effectively.
3	High School Program Design	Adjustments to high school programming are identified and plans are implemented to result in needed changes that accommodate the addition of 9 th grade and the requirements of the World's Best Workforce legislation.
4	Smooth transition of staff to new buildings, new grade levels and new teams	Staff receive appropriate professional development and planning time and are successful in their new assignment. Staff report that the transition was generally positive.
5	Smooth transition of students between levels	Students and families experience a smooth transition, including welcoming activities and activities designed to build school culture at the 7 impacted secondary schools.
6	Inclusive "end of level" activities and celebrations	5 th and 6 th grade and 8 th and 9 th grade students transitioning to the next level in the upcoming school year experienced meaningful "end of level" activities...

Project Scope

The project scope is summarized in the table below. The scope of this project will include:

1. Architectural concept designs, blueprints and construction management documents and completion of 3 high school additions and repurposing of interior space. Programmatic needs of each high school will be taken into account in facility design.
2. Examination of middle level programming research to understand and inform planning and implementation of a new middle level program design.
3. Analysis of enrollment data for appropriate staffing and facility design.
4. Review of staff allocation and transfer processes with adjustments to aid transition of staff to new grade spans.
5. Specific transition plans for each school that incorporates parent/student input and feedback in the plan development.
6. Considerations of technology needs, including information systems for adjustment to align with ne grade spans.

Table 3: Functional Scope

In Scope	Out of Scope
Architecture Professional Services & Construction Management	10-year capital plan projects that are part of alternative facilities
Procurement of materials and equipment and accounting for middle level programming	Elementary and high school materials and equipment procurement and accounting
Middle Level Curriculum Design	Elementary curriculum & program design, Grades 10-12 course audit Trimester schedule School start times
High School Programming	Contracts and benefits School start times
Human Resources Staff Transfer Process	Digital Learning Plan
Technology Scope describe the components of technology (software, hardware, architectures, networks, information systems and communications) that are to be considered within the scope of this project	Middle Level (Junior High) remodeling to accommodate middle level program
DLTL Staffing Allocations	

Project Interdependencies

The project boundaries are defined by the projects that are interdependent with this project.

Table 4: Scope—Project Interdependencies

Project	Interdependency Type
Digital Learning	Facility needs for computer labs or other types of technology to support student learning
Curriculum cycle	Consider interface of curricular areas scheduled for development and implementation in the context of the grade span changes
Alternative facilities projects for each of the high schools	The alternative facilities plan includes projects at the high schools that may be completed sooner due to the alterations being proposed.

Organizational Scope

All organizational units considered in any way to be involved in this project are listed in the table below.

High Level Schedules

Work Breakdown Structure (WBS)

Grade Reconfiguration Timeline

1. Project Initiation plan
2. School Calendar – review 2014-15 and establish for 2015-16
3. Transportation Eligibility Policy
4. Facilities Planning
5. Staff/Teacher transfer planning
6. Middle level design and Middle Level Program Professional Development
7. 6th and 7th grade student transition planning
8. 9th and 10th grade student transition planning
9. Secondary student course registration and orientation
10. Furniture, equipment and technology planning
11. Logistics transition planning - Moving & deliver, furniture, technology, materials and supplies
12. Staffing allocations & assignment
13. Curriculum instructional materials purchasing
14. School Orientation/Open House at secondary sites
15. Transportation routing/bus stop planning & communication
16. School begins with new grade span in place

High School Addition Planning

1. Planning Meetings
2. Retain Professional Consultant (ATS&R)
3. Space Utilization Analysis for 9-12 and current
4. Space Needs Assessment, High Schools
5. Schematic/Concept Drawings
6. Construction Budget Development
7. MDE Review and Comment
8. Soil Borings/Land Surveys
9. Local Government Plan Review, Permitting
10. Design Development
11. Design Approval
12. Construction Documents
13. Bidding Process – Bid Pack 1 awarded 9.23.14, Bid Pack 2 awarded 11.19.2014
14. Construction – Earthwork & utilities 10/1/2014, Construction and alterations 12/1/2014
15. Repurpose/Remodeling 12/1/2014 part of Bid Pack 2
16. Substantial Completion/Move In
17. Owner Occupancy

Middle School Design Planning

1. Planning Meetings
2. Structure and programming

3. Best practice research “This We Believe,” “Mindset”
4. Completion of course sequence and instructional materials recommendation
5. Defining academic interventions and programming
6. Middle level schedule
7. Exploratory courses identified
8. Registration materials
9. Determine curriculum materials
10. Review middle level report card
11. Identify best practices for parent/teacher conferences
12. Work with sites on teacher transition plans
13. System professional development on effective middle school teaching strategies
14. Work with sites on their professional development plans

Human Resources Staffing

1. Planning Meetings
2. Communication plan
3. Timeline
4. Labor Management Committee for teacher transfer
5. Consideration of other employee groups and transfer
6. Implementation of transfer process

High School Programming

1. Planning Meetings
2. Determine scope and sequence
3. Determine daily schedule
4. Provide course information to registrars
5. Registration materials completed
6. Timeline for counselor visits to elementary for incoming middle school students and junior high for incoming senior high students
7. Student complete course registration
8. Prepare for fall activity and athletic registration
- 9.

Technology

1. Identify technology team
2. Identify short list of affected systems, databases, and reports
3. Finalize list and determine changes needed
4. Begin implementing system fixes
5. Plan for equipment moves required for teacher transition
6. Move equipment and other resources as necessary

Outline of Key Deliverables

Project Initiation Plan

Architectural Concept Design, Blueprints, MDE Review and Comment

Site and Department Transition Plans

Student Transition Plan

Staff Assignment and Transfer Process

Detailed Project Plan with budget

Milestone Schedule

The below Chart shows the milestones, a significant event, end of process or phase or usually a completion of a major deliverable for the project. These milestones include both the Project Management and Product Milestones.

Table 6: Milestone Schedule

Milestone	Start Date	Completion Date
Initiation		
Project Charge	10/1/2013	3/18/2014
Approve Project Charge	12/17/2013	3/18/2014
Team Project Initiation Planning	4/7/2014	4/24/2014
Planning (High Level)		
Middle Level Design Project Initial Planning	4/7/2014	
High School Facility Initial Planning	2/26/2014	
Approve Project Initiation Plan	4/24/2014	5/6/2014
Hold Team Meetings to do Detail Planning		
• Middle Level Design	4/7/2014	
• High School Facilities	3/19/2014	
• High School Programming		
• Staffing	6/10/2014	
• School/Department Grade	9/1/2014	
Planning (Detail)		
Project Plan (Detailed)	3/19/2014	
Baseline Schedule	3/19/2014	
Approve Baseline Schedule	10/15/2014	
Executing the Project	10/1/2014	
Executing and Controlling		
Closing		

Milestone	Start Date	Completion Date
Project Close Out		
End of Project Review Report		

High School Facilities Timeline (Appendix A)

Middle School Design Timeline (Appendix B)

Human Resources Staffing Timeline (Appendix C)

High School Programming Timeline (Appendix D)

Technology Timeline (Appendix E)

Grade Reconfiguration Roles and Responsibilities

The overall goal of this project is to implement a change in grade spans by moving 6th grade to the middle level and 9th grade to the high school by adding on to all three comprehensive high schools in the district. This table below outlines the project roles and responsibilities based on a project management approach with consideration of the collective leadership framework.

Table 7: Grade Configuration Roles and Responsibilities

Project Role	School District Role	Responsibilities
Project Sponsor	School Board Jim Burgett Tammie Epley Linda Etim Jacki Girtz Dean Henke Teresa Lunt	<ul style="list-style-type: none"> Approval of spending authority and resources for the project Acts as a vocal and visible champion for the project Keeps abreast of all major project activities Provides support for the Superintendent and Assistant Superintendent of Administration Provides final approval of all major scope changes Provides direction to proceed to each succeeding project phase.
Project Director	Kate Maguire, Superintendent	<ul style="list-style-type: none"> Helps to secure spending authority for the project acts as a vocal and visible champion, legitimizes the project's goals and objectives, Keeps abreast of major project activities, and is the ultimate decision-maker for the project. Facilitates decision-making on key issues assists with major issues, problems, and policy conflicts; removes obstacles; Provide support for project manager and project team lead the development of the Project Charge participates in project planning (high level) and the development of the Project Initiation Plan engages in management of the project scope by approving scope changes; signing off on major deliverables; and signings off on approvals to proceed to each succeeding project phase
Steering Committee	Representatives of Key Stakeholders School Board Principals Directors and Coordinators Labor leaders Equity staff Teachers	<ul style="list-style-type: none"> Keep abreast of all major project activities Act individually and collectively as a vocal and visible champion for the project Provide direction and guidance to the project Help resolve issues and policy decisions Assist with communication for the areas they represent <p>Note: Key Stakeholders are a subset of Stakeholders who, if their support were to be withdrawn, would cause the project to fail.</p>

<p>Project Manager</p>	<p>Kim Riesgraf, Assistant Superintendent of Administration</p>	<ul style="list-style-type: none"> • Ensures the project team completes the project • Develops the Project Documentation with the team and others as needed • Manages the team’s performance of project tasks • Manages the project scope, schedule, and budget • Communicate status/issues as identified in the Communication Plans • Quickly works to address project issues, or escalate project issues to appropriate people • Develop all necessary project documentation • Manage issues, risks, actions, and change • Provide performance feedback to team members • Gain Project Acceptance • Archive Project Information
<p>Project Teams</p>	<p>Team members will come from many areas of the school district and they can be outside consultants.</p> <p>Some of the roles they will fill on the project are: program development team leads, facility design and construction management, subject matter experts, external consultants with in-depth knowledge of the product or process, etc.</p>	<p>The Grade Configuration Project Team is the coordinating group responsible for the detailed planning and executing the project. It consists of the Assistant Superintendent of Administration as the Project Manager and a variable number of Project Team Leads, who are brought in to deliver their tasks according to the project schedule</p> <p>Because this is a large project, a Project Team member with management authority will serve as the Team Lead, providing task and technical leadership, and sometimes maintaining a portion of the project plan</p> <p>Project Team Members are responsible for executing tasks and producing deliverables as outlined in the Project Plan and directed by the Project Manager, at whatever level of effort or participation has been defined for them.</p>

Project Teams

Team Lead	Team Role	Project Team Members
<p>Dale Carlstrom, Director of Facilities and Transportation Operations</p>	<p>High School Facility Repurpose and Additions</p>	<p>Paul Erickson, ATS&R, David Mahoney, ATS&R, Bob Perdaems, OSH Principal, Sara Vernig, MGSB Principal, Kelli Parpart, PCSH Principal</p>

Grade Configuration Project Initiation Plan

<p>Wendy Biallas-Odell, Director of Curriculum, Instruction and Educational Standards</p>	<p>Middle Level Design Team Lead</p>	<p>Kim Riesgraf, Assistant Superintendent; Brianna Barhorst, Teacher (BJH, BW); Amy Jo Benzi, Teacher (OJH); Jovan Birkhofer, Teacher (NVJH); Diana Bledsoe, Principal (NVJH); Jennifer Borgeson, Teacher (MGJH); Kurt Carlson, Magnet Curriculum Integration Specialist (NVJH); Elizabeth Cashman, Teacher (BJH); Brian Chance, Principal (OJH); Shannon Comisar, Teacher (WVR); Sandra Day, Curriculum Coordinator (ESC); Shelly Drake, Staff Development Assessment Specialist (ESC); Kate Emmons, Director of Student Services (ESC); Rita Endres, Teacher (OSH, ESC); Barbara Erickson, Instructional Coach (ESC); Cynthia Falk, Teacher (MGJH); Lisa Hartman, Principal (MGJH); Megan Havelak, Assistant Principal (NVJH); Michael Herdan, Teacher (MGJH); Scott Huffman, Assistant Principal (NVJH); Jessica Illiff, Teacher (BJH); Christopher Kestly, Teacher (BW); Pamella Klein, (FB); Tim Klein, (FB); Janell Leisen, Counselor (NVJH); Matt Leisen, (MGJH); Ebony Mhiripiri, Teacher (OJH, OSH); Kim Monette, Principal (BJH); Mary Moran, Teacher (WVR); Jacob Morris, Administrative Assistant (BJH); Darrell Olson, Staff Development Assessment Specialist (ESC); Sandra Otto, Teacher (WD); Jamil Payton, Assistant Principal (NVJH); , Laura Ringen, Administrative Assistant (OJH); Jane Ruohoniemi, Teacher (OAK, PL, EB, WVR, GC); Sarah Schmidt, Teacher (NVJH); Ryan Smolarek, Teacher (MGJH); Holly Solberg, Teacher (OJH); Dianne Thomas, Assistant Principal (OJH); Tamiko Thomas, Administrative Assistant (BJH); , Brenda Tiber, Staff Development Assessment Specialist (ESC); Dana Truth, Magnet Curriculum Integration Specialist (BJH); Christine Ann Weatherman, Staff Development Assessment Specialist (ESC); Nancy Ziemer, Teacher (NVJH);</p>
<p>Janet Thomas-Bouyer, Director of Human Resources</p>	<p>Staffing: Transfer, Assignment, Position Control</p>	<p><i>Teachers Team:</i> Laurel Anderson; Susan Brady, (EMO); Kathleen Brown Special Education Coordinator (ESC); Brian Chance, Principal (OJH); Kate Emmons, Interim Student Services Director (ESC); John Groenke, Principal (PCSH); Jonathan Harmer, Teacher (MGJH); Lisa Hartman, Principal (MGJH); Benjamin Irmiter, K-12 Operations Coordinator (ESC); Katie Kern, HR Coordinator (ESC); Kim Riesgraf, Assistant Superintendent (ESC); Kelly Wilson, (EMO); Mark French, Principal (RL); Judy McDonald, Executive Director of HR (ESC);</p> <p><i>ESPs Team:</i> Katie Kern, HR Coordinator (ESC); Becky Hespen, (EMO); Steven Winge, (EMO); Lynne Thomas, ESP (MGJH, ABE); Benjamin Irmiter, K-12 Operations Coordinator (ESC); Ann Dale, Business Manager (NVJH); Kim Riesgraf, Assistant Superintendent (ESC);</p>

Grade Configuration Project Initiation Plan

<p>Bob Perdaems, Osseo Senior High Principal</p>	<p>High School Programming</p>	<p>Bart Becker, Assistant Principal, Michael Lehan, Assistant Principal, Roy Johnson, Business Manager; Penny Landry, Registrar; Cindy Swanson, Registrar; Dorothy Schmidt, Registrar; Jon Peterson, Curriculum Coordinator; Jacqueline Trzynka, Counselor; Angela Vanhee; Coordinator; John Groenke, Principal; Don Pascoe, Director of Research, Assessment and Accountability; Julie Halverson, Coordinator; Wendy Biallas-Odell, Director of Curriculum Instruction and Educational Standards; Dale Carlstrom, Director of Facilities and Transportation Operations; Kelli Parpart, Assistant Superintendent, Kim Riesgraf, Assistant Superintendent; Jonas Beugen, Principal, Sara Vernig, Principal; Teri Staloch, Assistant Superintendent; Astein Osei, Director of Educational Equity</p>
<p>Tim Wilson, Chief Technology Officer</p>	<p>Technology Team Lead</p>	<p>Jay Durbin, Coordinator Technology Support; Jen Thomas, Coordinator Network Services; Chris Brooks, Coordinator Information Systems</p>
<p>Building Principals</p>	<p>Student Transition Planning</p>	<p>Each school has a transition plan that defines the team members for that school.</p>
<p>Kim Riesgraf, Assistant Superintendent</p>	<p>Operational Logistics</p>	<p>Jeffrey Arthurs, Coordinator of Facilities; Dale Carlstrom, Director of Facilities and Transportation Operations; Jay Durbin, Coordinator of Technology Support Services; BJ Irmiter, Coordinator of K-12 Operations; Jennifer Jerulle, Coordinator of K-12 Operations; Patricia Magnuson, Executive Director of Finance and Operations; Anne Ramsey, Purchasing Coordinator, Brian Siverson-Hall; Executive Director of Community Engagement</p>
<p>Teri Staloch, Assistant Superintendent Kelli Parpart, Assistant Superintendent</p>	<p>Staffing: Allocations</p>	<p>BJ Irmiter, Kim Riesgraf, Jennifer Jerulle</p>
<p>Project Responsibilities</p>		
<ul style="list-style-type: none"> • Execute tasks and produce deliverables as outline in the Project Plan or as directed by the project Manager • Provide input on planning activities as requested • Identify and quickly communicate or escalate issues and risks to the Project Manager • Stay up to date on the project status • Provide input on change requests as required • Provide feedback on project performance 		

Subject Matter Experts

Who
Sandra Day, Coordinator of Curriculum, Instruction and Educational Standards
Jeffrey Arthurs, Craig Wokson, Steve Erickson (Custodial & Maintenance Leaders)
Bob Perdaems, Sara Vernig, John Groenke (High School Principals)
Lisa Hartman, John Groenke, Kim Monette, Brian Chance (Junior High Principals)
Barb Olson, Director of Community Relations
Project Responsibilities
<ul style="list-style-type: none"> • Provide Subject Matter Expertise • Represent their business units needs to the project team • Validate deliverables that describe the product or service that the project will produce • Bring information about the project back to the Customer community • Test the product or service and provide feedback

Communication Plan

Grade Configuration Communication Planning 2014

Issue:	<p>Beginning Fall 2015, Osseo Area Schools will launch a new grade configuration: preK/K-5, 6-8, 9-12. This is a significant change for staff, students and families in our school district. Staff, students, families and members of our community will need information throughout the process in order to feel well informed and confident about the transition to new grade spans.</p>
Situation analysis:	<p>Our district has had a K-6, 7-9, 10-12 grade configuration for more than 50 years.</p> <p>In Spring 2013, the Minnesota Legislature approved funding for all-day kindergarten programming, beginning with the 2014-2015 school year. The opportunity to provide all-day kindergarten is both a benefit and a challenge for many Minnesota school districts, including Osseo Area Schools. There is significant educational benefit for early learners across our state. The challenge for many districts is that additional classroom space will need to be created to accommodate all-day kindergarten programming in schools that have previously had only half-day kindergarten. Before considering a specific recommendation to create the needed space, the ISD 279 School Board gave administration permission to take a systemic look at space across the school district.</p> <p>On October 1, 2013, School Board members directed administrators to research options for creating space, including the option of reconfiguring grade spans.</p>

	<p>On December 17, 2013, the school board reviewed the All Day Kindergarten Result Team report and considered the two strategies that had emerged to gain the space needed for the expansion of all-day kindergarten:</p> <ul style="list-style-type: none"> • Building additions at several elementary schools and changing boundaries, as necessary. • Changing grade configuration in order to gain the space needed at the elementary level and to align high school grades with Minnesota graduation requirements and the more common grade span configuration in the metro area. <p>At the December 17 meeting, Supt. Kate Maguire presented some preliminary thinking that would have allowed grade reconfiguration to take place by adding space to one high school, while moving approximately 400 total students from the other two high schools to the school with expanded space. Staff presented a preliminary analysis of benefits and challenges associated with keeping the current grade spans or moving to a K-5, 6-8, 9-12 configuration. The board then directed staff to seek community and staff feedback on those preliminary ideas around grade configuration.</p> <p>On February 10, in response to community feedback that showed support for different grade spans as long as they didn't require significant boundary changes, staff provided information about options for adding space onto all three comprehensive high schools instead of just one. At the March 4 work session, board members reviewed the information gathered by staff regarding multiple high school additions and impact on student numbers at each school (without boundary changes) and directed administration to prepare a resolution to change grade spans districtwide to PreK/K-5, 6-8, and 9-12.</p> <p>On March 18, 2014, after months of study and community feedback, the ISD 279 School Board approved Supt. Maguire's recommendation to reconfigure grade spans to PreK/K-5, 6-8, 9-12 beginning in 2015-16. The recommendation includes a plan to gain the additional space needed to accommodate 9th graders in high school by building additions and repurposing space at each of the three comprehensive high schools – Maple Grove Senior High, Osseo Senior High, and Park Center Senior High. It's important to note that while changing grade spans will not result in boundary changes at any level, it does not mean that the district will never change school boundaries. Staff constantly monitors student enrollment and housing development. Periodic adjustments to school boundaries will continue to be necessary as populations shift in our communities and schools.</p> <p>In addition to the overall communication plan, each area within the project will likely need a project-specific communication plan that targets subsets of audiences.</p>
<p>Goal:</p>	<p>Stakeholders will feel informed and confident about the transition to new grade spans.</p>

<p>Objectives:</p>	<ol style="list-style-type: none"> 1) Employees understand the planning process and implementation plan. 2) School board members feel informed about the planning process and implementation plan. 3) Teachers and ESPs who provide instructional support, especially those who may or will be in 6th and 9th grade classrooms, are knowledgeable about the specific implications for their work in a revised grade configuration. 4) Students and families most affected by transitions feel confident about the transition to new grade spans. 5) Our system minimizes misinformation and promptly corrects and/or clarifies any misinformation. 	
<p>Stakeholders</p>	<p>Key stakeholders</p> <ul style="list-style-type: none"> • Site leaders, directors, coordinators • Teachers and ESPs who provide instructional support, especially those who may or will be in 6th or 9th grade classrooms • All other employees • Students entering gr. 6, 7, 9 & 10 in Fall 2015 and their families • Other parents and guardians • Labor leaders • School Board members 	<p>Additional stakeholders</p> <ul style="list-style-type: none"> • Realtors • Leaders of parent and community groups such as Boosters, Rotary, District 279 Foundation, etc. • Business partners • City leaders (council members, city managers) • Leadership of Northwest Suburban Integration School District • Community members (non-parents)
<p>Key</p>	<ul style="list-style-type: none"> • Grade configuration will be preK/K-5, 6-8, 9-12, effective Fall 2015. • Changing grade spans offers new opportunities to meet the developmental and academic needs of 6th graders and 9th graders. Our middle schools will use interdisciplinary teams for instruction in math, science, social studies, and language arts (“house” concept) and a daily advisory with structured curriculum around college/career planning, social/emotional learning, and academic oversight. • In the long term, the new grade configuration will provide benefits to students at all levels (e.g., potential expansion of early learning opportunities; more flexibility with space at elementary schools; new opportunities to meet the social/academic needs of adolescents at middle level; a more coherent high school program with all courses required for graduation under one roof; and alignment with state K-12 academic standards). • A comprehensive project management plan is in place that includes multiple perspectives in the planning and implementation of new grade spans. The plan includes areas such as 	

	<p>middle level design, student transitions, staffing transfer, technology, facility additions/repurposing, and operational logistics.</p> <ul style="list-style-type: none"> • We are using the district’s staffing process and collaborating with labor leaders to support staff and help ensure a smooth transition to new grade spans. • To accommodate grade configuration, additions will be built at each of the three comprehensive high schools. • While changing grade spans will not result in boundary changes at any level, it does not mean that the district will never change school boundaries. Staff constantly monitors student enrollment and housing development. Periodic adjustments to school boundaries will continue to be necessary as populations shift in our communities and schools.
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<p>General strategies:</p>	<ol style="list-style-type: none"> 1. Ensure that employees are knowledgeable resources who feel confident about the transition, in general. 2. Provide clear, concise, consistent communication. 3. Keep EM-O leadership well informed. 4. Maximize opportunities for face-to-face communication with staff and students/families most affected by the transition. 5. Provide rapid response to clarify and correct rumors and answer questions. 6. Provide 24/7 access to information. 7. Maximize use of electronic communication, particularly social media, to take advantage of the district’s word-of-mouth network. 8. Communicate with community leaders, including Realtors, so they understand and convey accurate information about the change to new grade spans.
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Audience	Objective	Tactics/Tools	Responsibility	Timeline	Budget
All employees	Feel informed	Grade configuration section of website	Barb O.	May 2014 and onward	Indirect costs; staff time
		Updates in 279 Insider	Barb O.	Ongoing	Indirect costs; staff time
		Email updates from Supt.	Kate M, Barb O	Ongoing	Indirect costs; staff time
		Updates at staff meetings	Kate M, site leaders	Ongoing	Indirect costs; staff time

Grade Configuration Project Initiation Plan

Audience	Objective	Tactics/Tools	Responsibility	Timeline	Budget
		Supt Kick-off Message	Kate M	August 2014	Indirect costs; staff time
		Meetings for bus/res managers, secretaries, activities coords, others	Kate M or Kim R	As scheduled	Indirect costs; staff time
		Email updates regarding middle level design	Wendy B-O or designee	Ongoing	Indirect costs; staff time
		Staffing-related updates	Judy McDonald or designee	As needed	Indirect costs; staff time
		Staff e-mail update	Kim R	Monthly	Indirect costs; staff time
Learning Leaders	Are knowledgeable about planning and their responsibilities	LL meetings	Kim R	Ongoing	Indirect costs; staff time
School Board members	Feel informed	Updates from Supt.	Kate M	Ongoing	Indirect costs; staff time
		Updates in 279 Insider	Barb O	Periodic	Indirect costs; staff time
		Updates at school board meetings	Kim R	Monthly	Indirect costs; staff time
		Grade configuration section of website	Barb O	Ongoing	Indirect costs; staff time
		Access to project management documents in shared folder	Kim R	Ongoing	Indirect costs; staff time

Grade Configuration Project Initiation Plan

Audience	Objective	Tactics/Tools	Responsibility	Timeline	Budget
Teachers and ESPs who provide instructional support, especially those who will be in 6 th and 9 th grade classrooms	Are knowledgeable about specific implications for their work	Professional development sessions (special topic option for ESPs who provide instructional support)	Wendy B-O and team; Others TBD	Ongoing	Indirect costs; staff time
		Staffing Q&A on website, linked in Insider articles	Janet T-B	Ongoing	Indirect costs; staff time
		Grade-level teacher meetings	Wendy or others as determined	As determined by lead	Indirect costs; staff time
Students and families most affected by transitions (rising gr 6-7 and gr 9-10)	Feel confident about transition to new grade spans	Site-based transition activities	Site leaders	Spring 2015	Indirect costs; staff time
		SchoolMessenger email updates (link to website)	Barb O write; provide to principals	Each trimester of SY14-15	Indirect costs; staff time
		Targeted school-level updates	Barb O write; provide to principals	Each trimester of SY14-15	Indirect costs; staff time
All families (E-12)	Feel informed about new grade spans	279 Connect newsletter (link to website)	Barb O	Monthly during school year beginning May 2014	Indirect costs; staff time
		School newsletters (point to website)	Barb O provide copy; schools produce/distribute	Monthly (elem); as produced (sec)	Indirect costs; staff time

Grade Configuration Project Initiation Plan

Audience	Objective	Tactics/Tools	Responsibility	Timeline	Budget
		FB/Twitter updates (link to website)	Barb O, Mindy M	Ongoing	Indirect costs; staff time
		School website (point to district site)	Barb O, with webmasters	Ongoing beginning June 2014	Indirect costs; staff time
		Translated materials	Barb O	As needed	Direct costs TBD
		Fact sheets distributed at conferences and to preschool and ECSE/ECSE families	Barb O provide materials; schools distribute	October 2014, Winter 2015	Direct costs TBD
Realtors	Are aware of move to new grade spans	Info in Realtors section of district website	Barb O	Ongoing	Indirect costs; staff time
		Presentation at 2015 Realtor forum	Barb O and Kate M	Spring 2015	Indirect costs; staff time
Leaders of parent and community groups, business partners	Are aware of move to new grade spans	Updates at meetings at which staff have a liaison role or are invited speakers	Barb O and Kim R provide speaking notes upon request by staff liaison	Ongoing	Indirect costs; staff time
City leaders	Are aware of move to new grade spans	Updates from Supt.	Kate M	July 2014, Jan 2015, May 2015, Aug 2015	Indirect costs; staff time
NWSISD	Are aware of move to new grade spans	Letter/email message (operational tactics handled separately by Christian Olson)	Kate M	June 2014	Indirect costs; staff time

Audience	Objective	Tactics/Tools	Responsibility	Timeline	Budget
Labor leaders	Are knowledgeable about planning	Optional quarterly meetings with Kim and Kate, using web updates as resource material	Kim R and Kate M	September 2014, January 2015, April 2015	Indirect costs; staff time
Community members	Are aware of move to new grade spans	Districtwide communication	Barb O	Aug 2014, Jan 2015, May 2015, Aug 2015	Portion of costs for each distribution
		News releases, stories in local media	Barb O	Periodic	Indirect costs; staff time
		Facebook/Twitter updates	Barb O, Mindy M	Ongoing	Indirect costs, staff time
		Poster at Osseo Ice Arena	Barb O create, Troy/Dale post	Fall 2014 onward	\$10
All audiences	Confirm, correct or clarify rumors	Corrections and Clarifications section of website	Barb O	Ongoing	Indirect costs; staff time
	Get timely answers to questions	Welisten email address	Barb O	Ongoing	Indirect costs; staff time
Bus drivers	Are aware of move to new grade spans	Informational flier	Barb O provide content; Troy S assist with delivery	Bus training in summer 2014	Photocopying costs; staff time
Retirees	Are aware of move to new grade spans	Presentation at fall meeting	Kate M	September 2014	Indirect costs; staff time

Benefits and Budget

Project Benefits

The benefits were identified by the staff and the community during the fall and winter of the 2013-14 school year through a series of information sessions. The benefits below were taken from the document prepared for the school

board comparing the current K-6, 7-9, 10-12 grade configuration to the PreK/K-Gr 5, Gr 6-8, Gr 9-12 Grade Configuration, assuming expansion to all-day K. The following benefits were identified:

- Aligns grade-spans to MN academic standards
- Increases access to rigorous course offerings and electives for 6th graders
- Increases access to rigorous course offerings and electives for 9th graders, including doubling the number of 9th graders completing
- 2 years of MYP at PCSH
- Improves credit recovery options for 9th graders
- Creates new opportunities to meet developmental needs of middle level students
- Provides easier access to athletic and activity programs for 9th graders
- Increases space for PreK and all-day kindergarten programs at elementary sites
- Increase space for music, enrichment, intervention programs, support programs (EL, Title I), computer labs, volunteers at elementary sites
- Aligns District 279 grade-spans to majority of MN school districts, including 13 partner districts in Intermediate District 287 and 7 partner districts in NWSISD
- Increase flexibility of space for enrichment, intervention, book room, volunteer room at elementary level
- Increases efficiency of ALC administrative processes by reducing the number of partner schools from 7 to 3
- Enables compliance with USDA nutritional requirements for 6th and 9th graders
- Increases opportunity for school choice at elementary
- Improves positive transition experience for 6th graders and 9th graders transferring from other districts because grade-spans match
- Aligns with Northwest Suburban Integration School District, creating smoother transitions for students changing levels within the magnet strands
- May increase interest among prospective student families by matching transition points to other MN school districts
- May increase resident student enrollment due to expanded PreK programming

Project Budget Summary

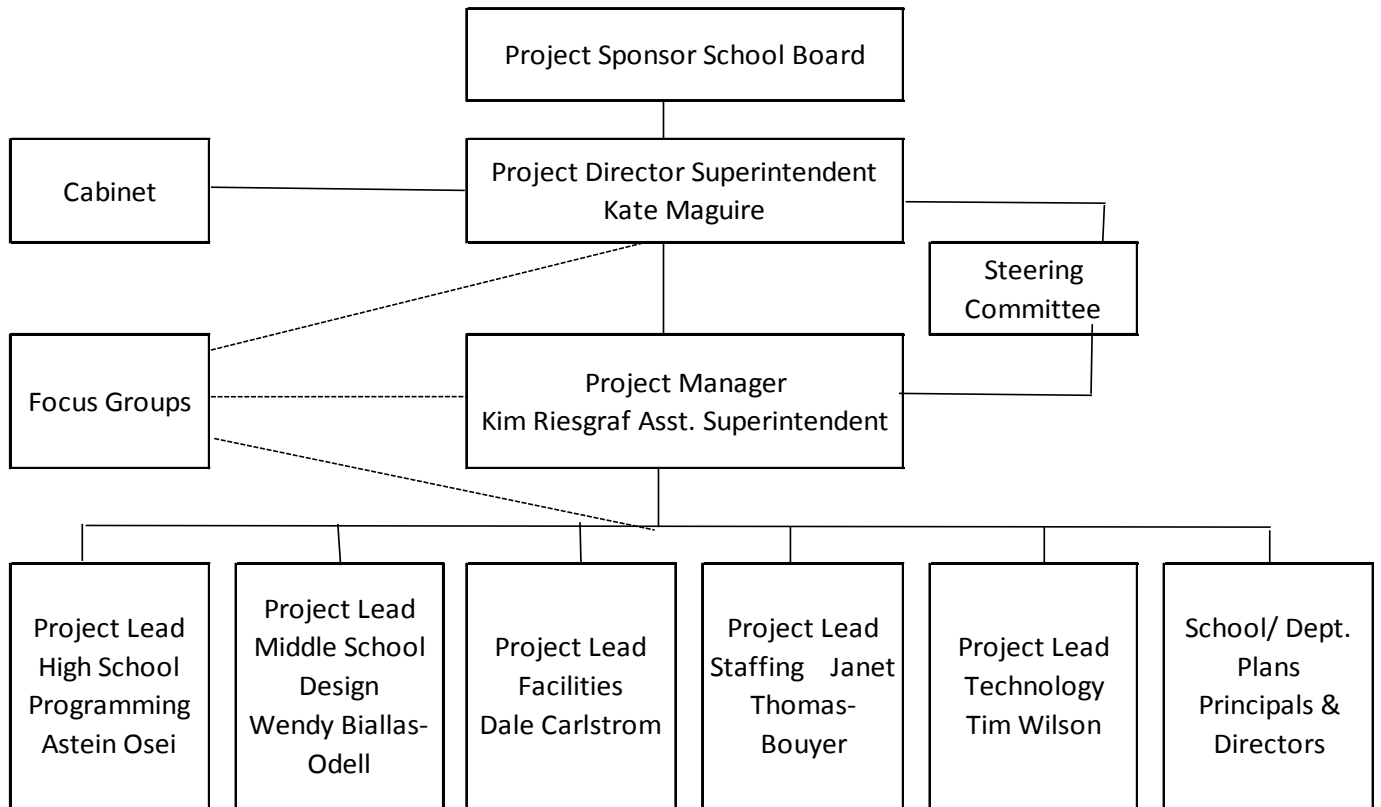
This budget summary includes those needed for the grade reconfiguration and facility improvements. All-day kindergarten expansion costs are not included.

Type of Expense	Development Cost	On Going - Recurring Cost
Staff Expense	\$ 165,627	None identified
Capital Expense <ul style="list-style-type: none"> • Architectural design work • Sr High Additions Furniture, Fixtures and Equipment • Sr High Classroom Addition 	TBD \$209,342	Annual Payment = \$1,205,548 for \$13.5 million in additions over 15 years Annual payment = \$357,199

Grade Configuration Project Initiation Plan

<ul style="list-style-type: none"> Sr High Space Repurpose 		to \$580,449 of operational capital for repayment of \$4 to \$6 million facility bond over 15 years
Operating Expense	TBD	TBD
Service – Professional Development and support for middle level design team	\$76,405	
Contingency	TBD	
Total Project Budget	\$451,374	\$17.5 million to \$19.5 million

Project Management Structure



Management Approach

The Cornell Project Management Methodology will be applied as the project management approach to implementing this project, specifically, planning, tracking, reporting, and closing out the project. The following sections define the standard approaches.

Mode of Accomplishment

The project will be accomplished through both the use of professional services, bidding and the work of district staff. Architectural services will be provided by ATS&R. The district will finance the project through planned budgeted expenditures, lease levy, the sale of capital facility bonds and operating capital.

The project will be organized into several subparts focusing on facility improvements, human resources, and curriculum and instructional planning. Meetings will be held to help define how stakeholders will be involved and kept informed. All departments within the organization will be affected in some way. Families and students at the early childhood, kindergarten, middle level and high school level will be most directly impacted. A transition team will be required to facilitate the transitions to the new grade spans. There will need to be campus readiness activities at each of the secondary schools to prepare staff and students for the transition. Staff training will also be a significant component at the middle level to implement the newly designed middle level program. Intentional focus on standards will be essential throughout the process for both curriculum and instruction and the facility improvements.

Issues and Risk Management

Critical to the success of a project is the management of issues and risks that surface from the very beginning of a project. It is important that all key stakeholders participate in resolution of issues and risks that might affect the scope, schedule, and budget and resulting quality.

The following issues and risks management procedures will be used:

A systematic risk management approach is being used to manage risk. The process includes identification of broad project risks, risk assessment and strategy for risk response. This is documented in the Risk Management Plan. An issues log is maintained to ensure all issues and risks are addressed.

When an issue or risk is identified it is registered in the Project Issues Log. When the issue has been registered, the issue owner initiates a planning process to develop an action plan to resolve the issue. The action plan identifies the expected resolution date. The project manager and the project team will review issues regularly (can state specific time such as weekly etc...) to ensure that action is being taken. The steering committee or other key stakeholders will review open issues monthly or as needed. On the Project Status Report, the project manager will review the issues in the log. Any critical unresolved issues that are impacting the scope, time, cost, or quality of the project will be highlighted in the status report. When an issue is resolved, merged with another issue, or withdrawn, the issue log is updated. When an issue is closed the resolution is logged and it is moved to a closed status.

Risks will require continual review and assessment throughout the project. A high level risk assessment and risk management plan was completed in September, 2014 and updated in December, 2014. Risks are documented on a risk management worksheet. Within the worksheet, information is provided that describes the probability, impact

and timeframe in which the impact may occur. Based on these factors, the priority level of the risk is determined and a plan with individual responsible for the mitigation actions is documented and implemented.

Procurement Plan

The Coordinator of Purchasing will manage the procurement planning for the project. All procurement will be coordinated with other project aspects, such as scheduling and reporting.

Reporting

Each team determines who should receive their status reports and attend status review meetings.

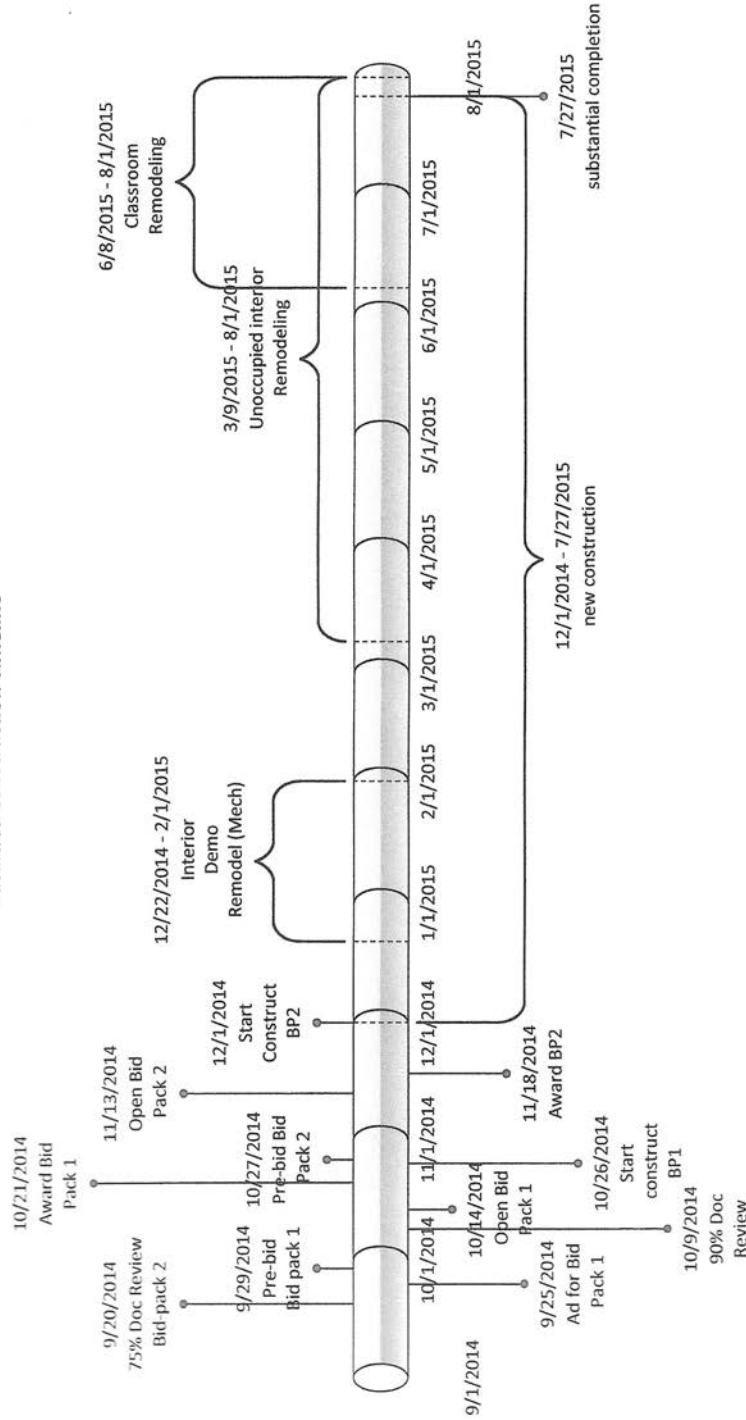
Status reports will be distributed on a regular schedule determined by the project team (weekly, monthly etc.).

Status review meetings may be held on a regular schedule determined by the project team.

Appendix A

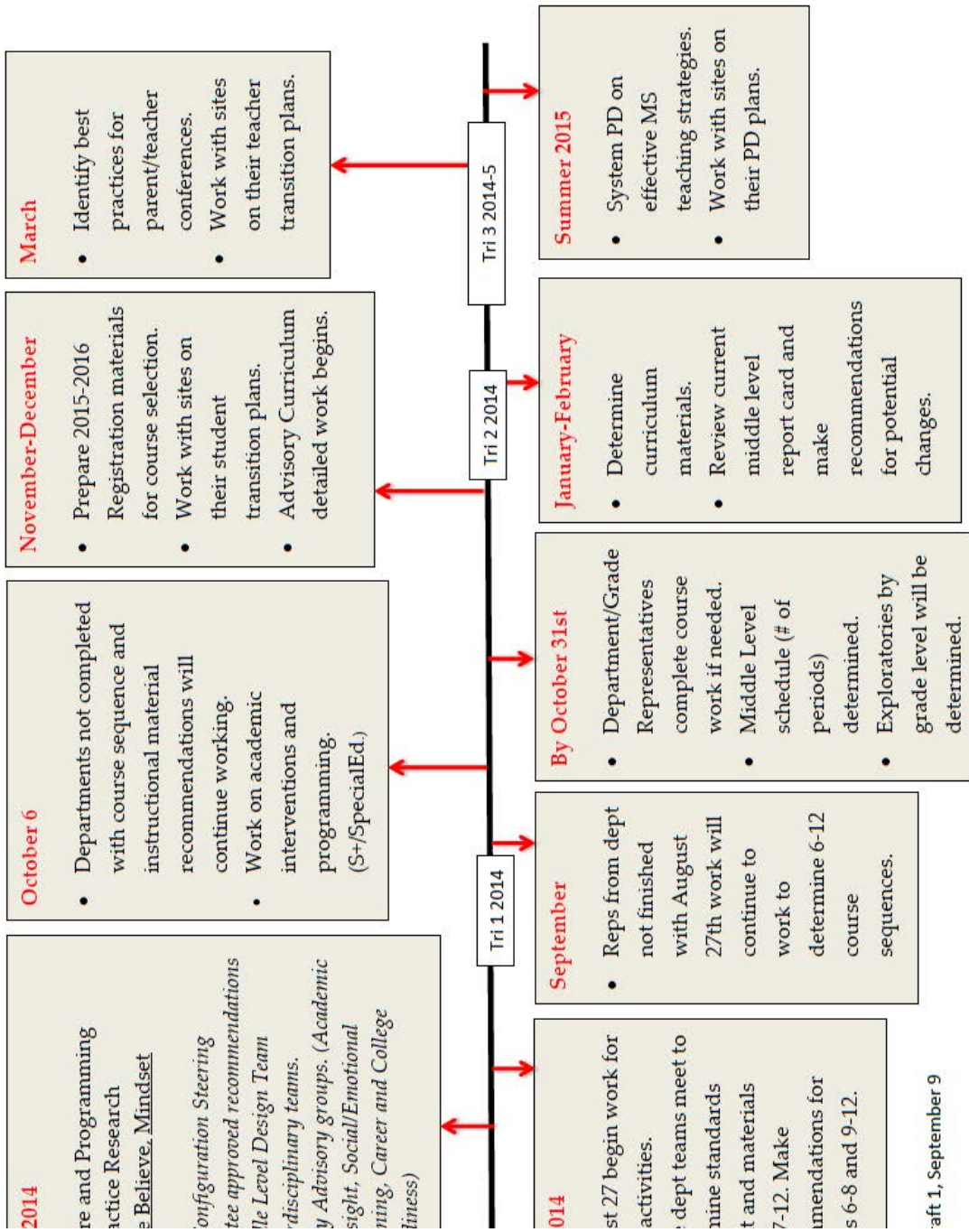
High School Facilities

ISD 279-Osseo Area Schools
High School Grade Reconfiguration
Facilities Construction Timeline



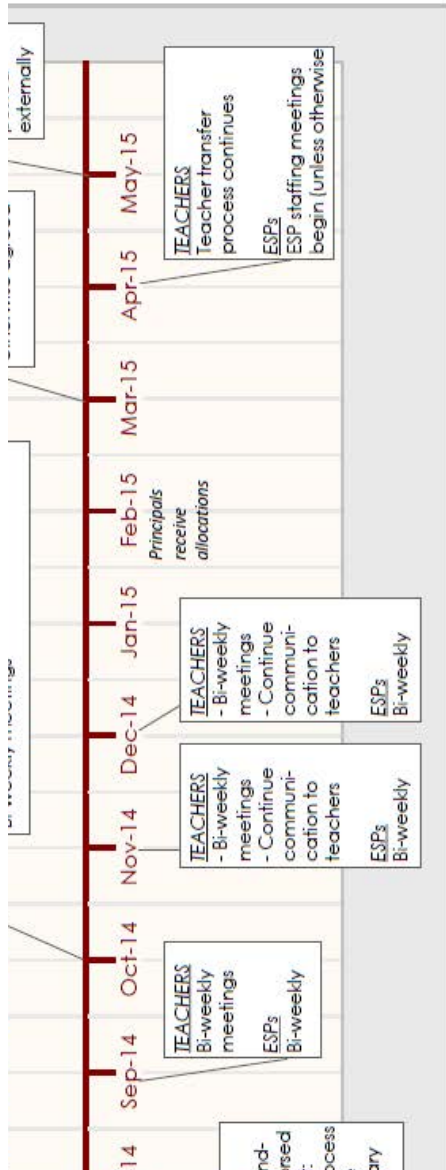
Appendix B

Middle School Design Timeline



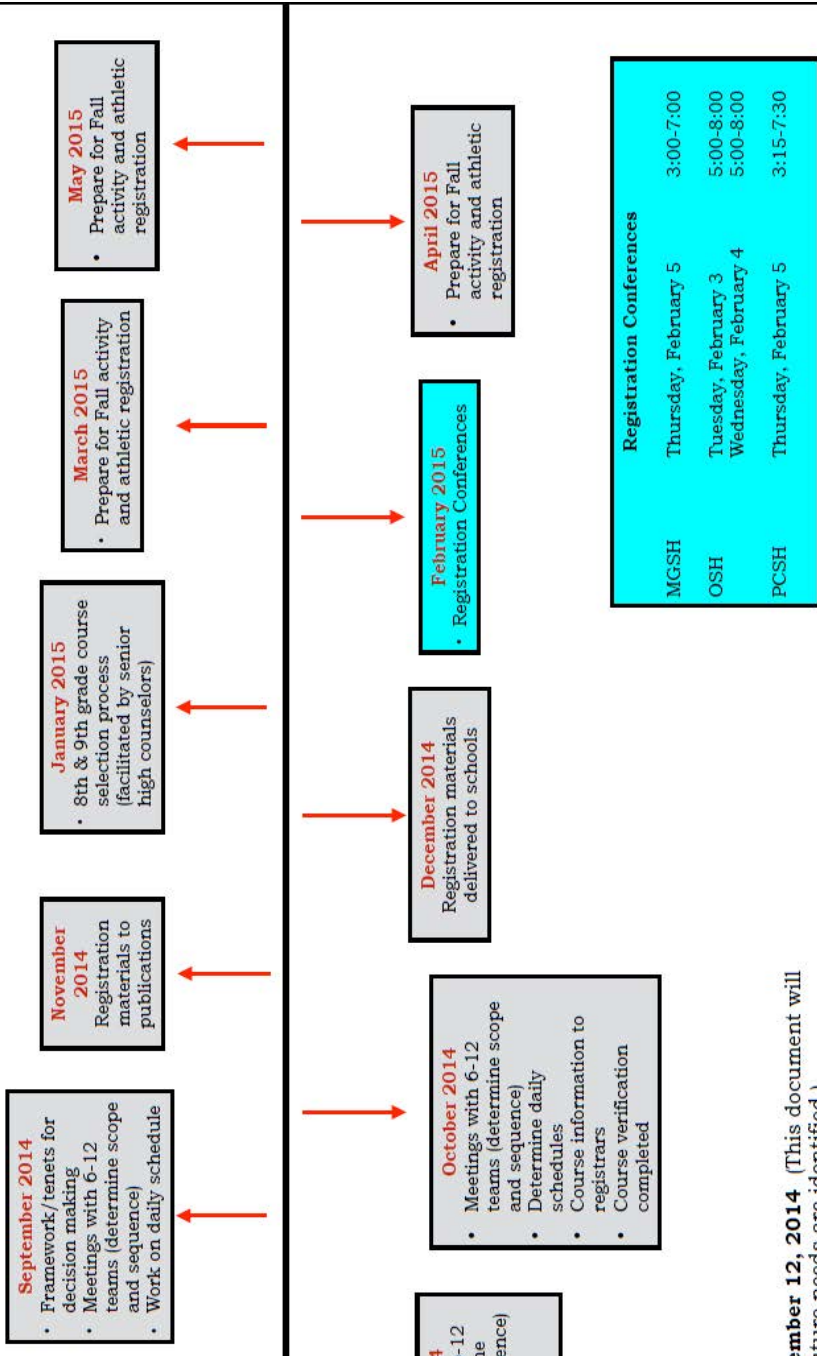
Appendix C

Human Resources Staffing Timeline



Appendix D

High School Programming Timeline



September 12, 2014 (This document will include future needs are identified.)

Appendix E

Technology Timeline

