

FY 2019 ECMAC and ECMAC Attendance Area Team
 Ongoing questions/answers

Question	Answer
<p>What's going on with secondary sites?</p>	<p>In its FY 2018 report, ECMAC recommended that staff develop options, timelines and a phased-in implementation plan to address the anticipated 2023 over-capacity conditions at these secondary schools: Brooklyn Middle, Maple Grove Senior, Osseo Senior, Park Center Senior.</p> <p>For a report to the School Board on September 11, 2018, district staff prepared a Five Year Enrollment and Capacity Option Development Timeline* that includes both short-term (by September 2020) and long-term (by September 2022) funding options. Because additions to secondary schools will require substantial core area expansion as well as additional learning spaces, the cost will exceed the funding options available without voter approval. Therefore, construction for secondary schools will be a part of the long-term 2022 funding options. ECMAC will continue its work to evaluate data that supports all recommended options.</p> <p>*Timeline is included in October 29, 2018 ECMAC materials.</p>
<p>What do the purple colors [on site floorplans] represent?</p>	<p>The purple shading on floorplans represents center-based (district wide) special education programs. They are districtwide because there are not enough students with a specific disability at each school to efficiently host a program at every school. At schools that host center-based programs, these spaces are not available for student capacity.</p>
<p>What schools have compensatory funding?</p>	<p>Each school in District 279 receives compensatory funding, which is based on the school's concentration of free and reduced lunch students.</p>
<p>Are there any schools we don't want to touch?</p>	<p>No. In their work to analyze boundary adjustments as a potential solution for over-capacity concerns at Basswood and Rice Lake, the ECMAC Attendance Area Team will be guided by the ECMAC Guiding Principles and additional considerations that apply to all potential scenarios. (Garden City's over-capacity concerns can be addressed with construction only.)</p>

<p>ECMAC full meeting idea for January:</p> <ol style="list-style-type: none"> 1. What is the historical context of the non-contiguous attendance areas? 2. What did the attendance boundaries look like pre-Weaver magnet? 	<p>These questions were covered at the December 6, 2018 ECMAC Attendance Area Team Optional History meeting.</p>	
<p>What are the home boundaries for students who attend Weaver Lake Elementary? [Note: # of students from each school is also listed]</p>	<p>Basswood – 44 Cedar Island – 27 Crest View – 22 Edinbrook – 80 Elm Creek – 11 Fair Oaks – 23 Garden City – 35</p>	<p>Oak View – 47 Palmer Lake – 68 Park Brook – 33 Rice Lake – 46 Rush Creek – 16 Woodland – 37 Zanewood – 40 Out of district - 83</p>
<p>What are the home boundaries for students who attend Birch Grove Elementary? [Note: # of students from each school is also listed]</p>	<p>Basswood – 5 Cedar Island – 7 Crest View – 73 Edinbrook – 23 Elm Creek – 6 Fair Oaks – 17 Garden City – 66</p>	<p>Oak View – 21 Palmer Lake – 77 Park Brook – 20 Rice Lake – 8 Rush Creek – 0 Woodland – 12 Zanewood – 51 Out of district - 64</p>
<p>Information about the special education program [potentially] moving to Garden City Elementary School.</p>	<p>Osseo Area Schools hosts low incidence special education programs at a few elementary schools across the district. “Low incidence” means that there are not enough students with an identified disability to efficiently host a program at each school. For students whose Individual Education Plan (IEP) requires enrollment in one of these “low incidence” programs, the district provides transportation to a host school. Student Support Services is reviewing the location of programs based upon the needs of enrolled students. Garden City currently does not host a center-based program, but is under consideration to host a program for students with developmental cognitive delays beginning with the 2019-2020 school year.</p>	
<p>Several questions regarding how we will handle meeting observers.</p>	<p>See December 21, 2018 email from Colleen Wuollet (*attached). Our goal in keeping meetings free from observers is to protect the integrity of the work and the safety of the space for challenging conversations.</p>	

<p>When do we inform families about possible changes?</p>	<p>District-level communication so far has focused raising awareness of ECMAC’s work and the specific over-capacity concerns at three elementary schools. Once we have identified potential solutions to those concerns, we will begin implementing a communication plan specific to those potential solutions. You’ll see a general communication plan at the January 7 meeting, but it will not address specific potential solutions until ECMAC is ready to propose them.</p>
<p>What is our responsibility to report to school PTA?</p>	<p>You do not have a responsibility to report to your school’s PTA. However, if your site principal makes a request for you to share information about the work of ECMAC, feel free to work with him/her to plan an update.</p> <p>Principals and ECMAC parents from Basswood, Fernbrook, Garden City, Rice Lake and Oak View are currently planning presentations at these sites (because these sites have been named in the options currently under review to resolve either short- or long-term over-capacity conditions).</p>

*Email from Colleen Wuollet dated December 21, 2018

Dear ECMAC members,

The purpose of this email is to make you aware of our plan in the event that community members attempt to observe future ECMAC meetings.

Below is the text of an email communication that was sent to the three parents who observed our December 17 meeting at Rice Lake Elementary. Language similar to this has been added to the district website.

Here's our challenge: As you are all aware, engaging ECMAC members in discussions about enrollment and capacity matters is a different approach than we (and most districts) have used in the past. It opens up difficult conversations and reveals work that typically would be done behind office doors. From the beginning, we have noted that we are being more transparent about this work in order to build trust. We desire to engage ECMAC members in frank conversations about enrollment and capacity topics in an environment where you can feel safe in sharing your perspectives and asking challenging questions. On the Dec 17 meeting feedback forms, a number of you indicated discomfort having observers present. I am also conscious of the fact that observers could record or livestream ECMAC conversations without any of the context that all of you have acquired over time, which could have a chilling effect on our work.

Therefore, if uninvited community members show up at future ECMAC meetings, our plan is to ask them to leave. If they refuse to leave, we will end the meeting and reconvene at our next scheduled meeting date. Our conversations have evolved to the point where this type of attempted involvement can be anticipated. While the disruption to our work is unfortunate, we also understand that it comes out of parents' passion for their schools and their anxiety about potential change. At the same time, we have important work to accomplish; it's important that we protect the integrity of the work and the safety of the space for challenging conversations.

Over time, our hope is that as we complete a change process within the ECMAC framework, community members will understand our advisory committee's processes and come to trust them.

Dear,

The purpose of this email is to provide you with important information about ECMAC meetings.

ECMAC is a group of parent volunteers and staff who are working diligently to understand the enrollment and capacity needs of the district and to create observations and recommendations for administration. The district's interest is to create a respectful environment in which ECMAC members can effectively engage in this work.

Attendance at ECMAC meetings (including all sub-committee meetings) is by member appointment only. On Monday evening, you referred to language that you found on the school district website. This version of information about the committee contained a statement that had been inaccurately carried forward from a separate 2015-2016 group that led to the formation of the current ECMAC. The old language has been removed from the website in order to make it clear that meetings of ECMAC are closed to observers to avoid potential negative impact on the group's work.

There are other ways community members can be informed about the group's work and provide feedback on eventual recommendations:

- *All meeting materials are posted on the district website at www.district279.org/ecmac (also accessible through the ECMAC button on the home page of the district website).*
- *All school board work sessions that have ECMAC items on the agenda are video recorded and can be found on the page noted above.*
- *Updates on the group's work are regularly included in the district's parent e-newsletter, 279Connect, and the districtwide postcard mailing (Oct, Feb, May).*
- *Multiple avenues for feedback will be offered when ECMAC is ready to propose potential solutions to the over-capacity conditions at three of our elementary schools.*

I would be happy to meet with you to discuss your interests in this work. Please contact me at magnusonp@district279.org to arrange a time.

My Best Regards,

Patricia Magnuson
Executive Director of Finance and Operations
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OSSEO AREA SCHOOLS

ISD  279

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