

2019

OSSEO AREA SCHOOLS

ISD  279

Enrollment and Capacity Management Advisory Committee

February 25, 2019

Meeting Purpose and Outcomes

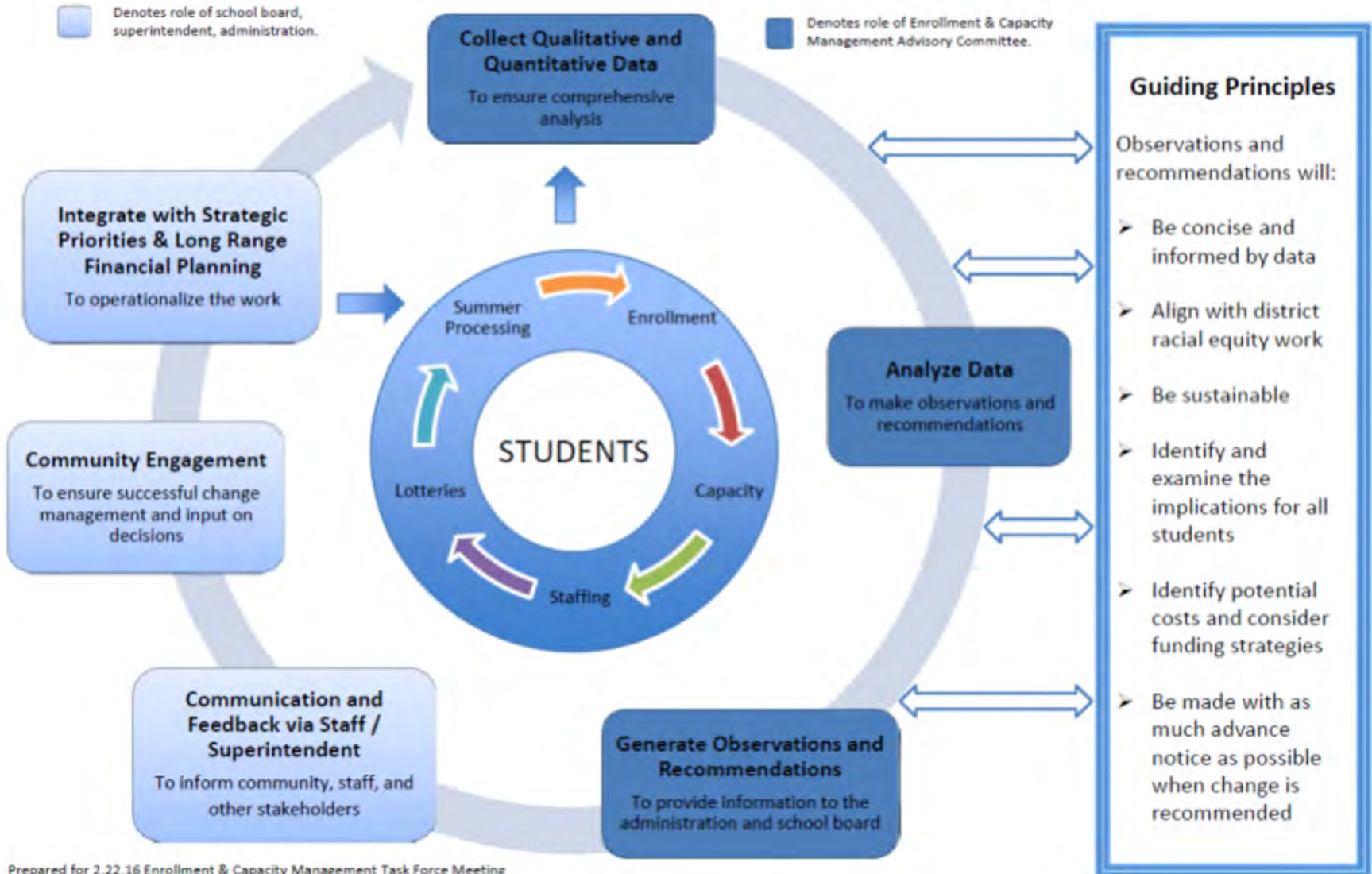
*The **purpose** of the Enrollment and Capacity Management Advisory Committee (ECMAC) is increase community trust in long-range planning for enrollment and building use. The ECMAC will analyze information affecting enrollment, capacity, and building use, and generate observations and recommendations to be communicated to district administration.*

Outcomes: As a result of our meeting tonight, ECMAC members will:

1. gain further insight about the pause to the short-term capacity solution process;
2. learn about capacity calculations; and
3. understand the timeline of future ECMAC work.

ENROLLMENT & CAPACITY MANAGEMENT FRAMEWORK

Purpose: To increase community trust in Osseo Area Schools through engagement in long-range planning for enrollment and building use





REVIEW “PAUSE” DECISION



Review of events

Spring 2018; Supt. recommendations

Staff recommendation

- ▶ Summer 2018; Staff review available options
- ▶ September 2018; School board action to expand lease levy authority
- ▶ October 2018; staff recommends short-term “option A” and begins boundary planning

Review of events

Other options emerge

- ▶ October/November 2018; Other options emerge (option D); discarded options re-emerge (options B & C)
- ▶ January 2019; ECMAC retains options A and C

Decision to pause; focus on longer term

- ▶ January 24, 2019; Staff pause the short-term timeline

ECMAC Continues its work

Why Pause?

Refer to January 24, 2019 memo

Feedback about timeline feeling compressed

(from community, ECMAC, school board, staff, consultants)

- ▶ Questioning two-stage approach vs. one comprehensive solution
- ▶ Impression that staff is steering the work
- ▶ Rationale for short-term timeline not sufficiently persuasive to potentially impacted families
- ▶ Ability to fully vet option C

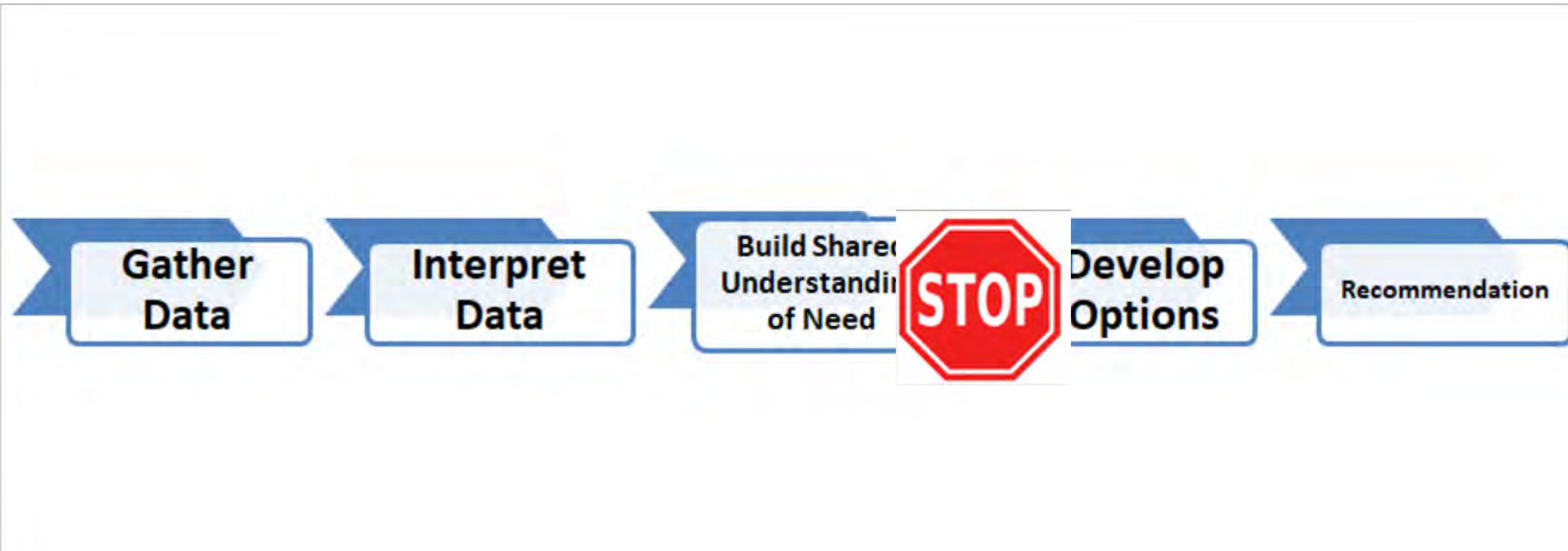
Why Pause?


Refer to January 24, 2019 memo

Impact of these questions on **Strategy**


- ▶ Time to build shared understanding of ECMAC work in broader community
 - necessary to gain support for necessary voter-approved bond issue and operating levy renewal
 - emerging instructional design and other potential district needs

Return to our strategy





Further Reflection Since January 24



- ▶ Because we did not have a **shared understanding of need** we did not have a compelling argument for the accelerated timeline:
 - **ECMAC** - *“The data says you need this”*
 - **School Leaders** - *“I want this, but I can get by.”*
 - **Parents** in the impacted buildings - *“Prove that you need this. Why change when my child is doing fine?”*

Technical Reflection

We have further work to do to ground our need for change in our **Elementary Capacity Assumptions**

Assumptions used for elementary target capacity analysis

In addition to appropriate grade-level classrooms, all elementary schools need the following spaces

- Cafeteria
- Gymnasium
- Media Center
- Music
- Technology Lab
- Pre-kindergarten 4-year-old programming
- Staff break room
- Academic Support Services
 - Special Education
 - Talent Development Academic Challenge and Gifted (TAG)
 - English Learner (EL)
 - Academic Intervention/Title I
- Two to three Flex Spaces to accommodate site based needs
 - Enrollment growth (classroom)
 - PTO/Volunteer use
 - Intervention spaces

Adaptive Reflection

The types of feedback are familiar

- ▶ *Legal threats*
- ▶ *Challenging the data*

The district's response to feedback seems predictable

- ▶ *Whose voice really matters?*
- ▶ *Privilege wins*

Adaptive Reflection

- ▶ Communication plan
 - Engage community where they want to be engaged
- ▶ Resiliency of children
 - They are resilient to change
 - Not resilient to “how they feel” in school when they are not in spaces that meet their needs (particularly vulnerable children)
 - The educational experience of all children is disrupted when people are coming and going; all children deserve an environment that is conducive to their needs
- ▶ Impact on teachers and support staff when space is not ideal
- ▶ Equity and equitable student achievement
- ▶ Did not trust the process; therefore whatever comes after it is null and void;
- ▶ Trust/lack of trust is built from repeated experience; therefore we may not have communicated well if we keep doing it in the same way
- ▶ How can we change patterns around lack of trust and misinformation
- ▶ This is the first change experience with ECMAC in place
- ▶ ECMAC is reflective of the community; historical experiences inform current reactions and ability to trust

ECMAC Conversation





Break



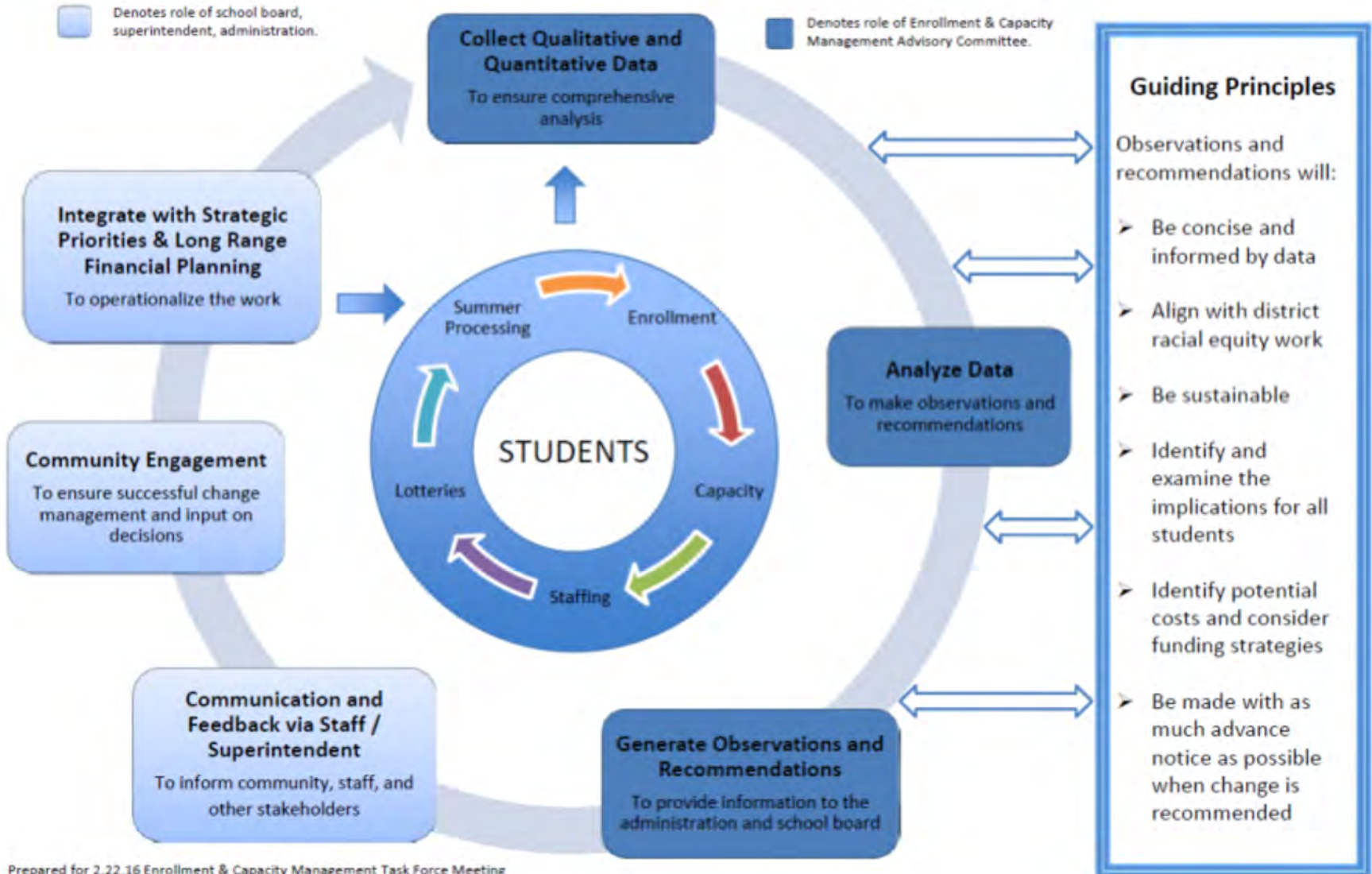


**TIM PALMATIER,
GENERAL COUNSEL**



ENROLLMENT & CAPACITY MANAGEMENT FRAMEWORK

Purpose: To increase community trust in Osseo Area Schools through engagement in long-range planning for enrollment and building use





CAPACITY

Elements of Elementary Capacity

- ▶ Number of available classrooms
- ▶ Number of students assigned to each classroom



Number of available classrooms

Elementary Assumptions

- ▶ In addition to appropriate grade-level classrooms schools should have
 - Core support areas (e.g. cafeteria, gym)
 - Academic support areas (e.g. spec ed.)
 - Two to three flex spaces

Number of students assigned to each classroom

➤ Target class sizes

VS.

➤ Average actual class sizes

- ✓ Elementary – grade level average
- ✓ Secondary – school wide average

Student capacity calculation

- ▶ Number of available classrooms

X

- ▶ Number of students assigned to each classroom

=

- ▶ Student Capacity

Capacity Deep Dive

**Garden City
Basswood
Rice Lake**



Next steps

1. March 18, 2019; Osseo Middle School
 - senior high capacity
 2. April 15, 2019; ESC
 - draft Summary of Progress Report
 3. April 29, 2019; ESC
 - final Summary of Progress Report
- 