Enrollment and Capacity Management Advisory Committee
August 22, 2016 Questions

	Question	Response
1	How is data shared with schools/parents?	If you mean "how will the work of this advisory committee be shared with schools/parents," staff plans the following: • Reports provided during the school board meeting that follows advisory committee meetings; • Regular updates in the parent/guardian e-newsletter, 279Connect; • Information posted on district website following each meeting, beginning with the 9/19/16 meeting.
2	It would be nice to have school board members and/or district administration on the committee to make the committee feel as if there is some decision-making power	See committee roster (revised for September 19 ECMAC meeting) for more detail on members. School Board member Jacki Girtz has joined the ECMAC. In addition, there are seven district administrators on the committee; two are members of the superintendent's executive team. Note: Like the district's other advisory committees, the ECMAC is tasked with making observations and recommendations to district administration. While our recommendations will influence administration decisions, we are not a decision-making group.
3	It would be helpful to have some examples of what enrollment/capacity decisions are made to help frame our work	The 2016 Enrollment and Capacity Management Task Force identified the following potential outcomes that would result from observations / recommendations of the ECMAC: • Boundary change • Close a building • Add a new building • Remodel/add-on to a building • No change
4	How do we become more transparent and/or communicate statistics/information to community.	If you mean information shared at ECMAC meetings, staff will post all meeting materials on the district website (see additional tactics in the answer to Q1).

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5	Want to know if/how we will include needs of gifted and talented kids	This question may be addressed in relationship to how facilities accommodate the variety of student academic needs. The ECMAC will not address specific student academic needs, how students are selected for specific programs, or the curricular components of specific educational programs. (Another advisory committee, the District Program Advisory Committee, reviews and makes recommendations regarding the educational program.)
6	What is being done to ensure diversity and inclusion in schools (both for students and teachers)?	At every school, efforts are in place to ensure a safe, healthy and culturally responsive learning environment. In addition, our school board has approved priority work for FY 2017 (see strategic plan handout from August training meeting) as follows, "*Effective staff recruitment and retention practices build toward a workforce that reflects the demographics of enrolled students.*"
7	Graduation rates and achievement gaps; breakdown of racial composition of each building; test scores for each building; student achievement data by ethnic group and gender	You can find all this information for every school and every district on the MN Dept of Education website, www.education.state.mn.us; look under Data Center and choose Minnesota Report Card.
8	Special programming in each building	Several schools offer specialty themes: Weaver Lake (STEM); Zanewood (STEAM); Birch Grove (Arts); Brooklyn Middle (STEAM); North View Middle (IB); Osseo Senior (Health Sciences); Park Center (IB). In addition, every school offers English Learner services, gifted education services, and services for students with special needs.
9	Class size in each building	Average grade-level class size data is gathered in October of each year for elementary schools, and in December for core classes in secondary schools.

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10	What is new/novel in the district's approach with academic achievement that gives confidence that things will change for the better?	Ensuring equitable student achievement for each student has multiple prongs; there is no single approach. Rather, it is the combination of changes in instructional practices (e.g., culturally responsive instruction and differentiation) and administrative practices (e.g., standards-based instruction and grading; aligning grade spans PreK-5, 6-8 and 9-12), along with consistent implementation of those changes over time that we believe will have a positive impact on student achievement.
**Questions below should be addressed in upcoming ECMAC meetings**	
11	Population growth trends and forecasts (long-term)?	
12	Would like to know more about how open enrollment plays a part in our work.	
13	Boundary data, number of students	

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