

Enrollment and Capacity Management Advisory Committee
February 2021 Small Group Responses

Breakout 1: 279 Online

What is Clear/Unclear?

- Separate from DLA
- Will DLA and online be run at the same time
- What type of demographic 279 Online attracts
- The Option for the need is very clear
- This could complicate ECMAC's work
- Unclear: How was capacity set for each grade/school level?
- Clarify what a section is
- Unclear: what does this mean for capacity overall? All three tracks?
- What is the overall impact to schools?
- How will it impact capacity concerns at schools? (Over/Under)
- How do you envision HS "sections" with varied course offerings?
- How will COVID affect overall enrollment? Specifically for younger students where challenges are greater.
- How is the enrollment both in the school and classes prioritized? Do current students get priority? Do full time students get priority over part-time students
- Good job of outlining capacity
- Limiting the number of students will help stabilize the program
- Unclear: impact on each school's enrollment
- Unclear: Could a school lose an entire grade section?
- Unclear: When giving student work/life experiences- what is this? Balance a check book, cook, etc. What would this curriculum look like?
- Unclear: How does DLA live with D279?
- Unclear: Where are the students coming from- need this to learn more about impact on building capacity?
- How is race at center- does this add other variants to schools, etc.
- What is the flexibility in enrolling in this school? Can they go back into the classroom? Are you committed to the full year?
- Clear enrollment data and capacity of 2011

What questions do you have?

- Will be staff at the 2011 level or at the 1500 level
- Do we understand motives? Why does the district want this? Why do students/families want this?
- Do full-time students get priority over part-time students?
- Do we understand motives? Why does the district want this? Why do students/families want this?

- Do families have the option to go back to physical sites during the year if online isn't a fit? How does this impact capacity numbers?
- How do you manage fluctuating enrollment and how do you manage capacity at physical locations
- How does the district balance fluctuations
- How will it attract students who have left district or are beyond existing boundaries
- How many of the current enrollees are here because of current environment
- How do you attract and retain students
- Can students transition in/out mid-year to support students struggling in current environment, at what intervals

How should this information impact how we look at enrollment/capacity?

- How do you best understand your facility needs year over year?
- How is it factored in a long-term plan (10+ years, closing schools, etc.)?
- Strong swings in online enrollment should be reviewed conservatively and adjustments should be looked at longer term.
- Impact to under and over capacity schools, and the impact to existing plans for students at over/under capacity schools.
- Huge impact on site numbers- and need to know where students are coming from- does it take some of the over-crowding at sites or make some sites under-enrolled?
- What is the economic impact on each building?

Breakout 2: New NW Maple Grove Development

What did you notice?

- Surprised that townhouses yield so few students, very informative information.
- Good to see visuals of where this would be and where it is placed next to the land we own
- There are a lot of homes going in
- 610 access will be complete
- Growth of NW Maple Grove is coming as expected
- Uncertain if 200 elementary students is a lot? Too much for Fernbrook? What % moves to 279 online?
- Middle and Secondary student numbers missing
- Two of the three impacted school in this attendance area are already at or over capacity
- Do the projected number of housing units complete the entire development or is this a phase?
- Long commute to Osseo Middle
- Potential for future developments (how fast it grows)

What is clear/unclear

- No numbers estimated for early childhood ECSE
- What is the price range in the development
- When will we get some more firm numbers
- Having some data on what this could mean was clear
- Do we know if other developments will be coming, and how would we learn this?
- What will the impact be for online school?
- Balance of new to Maple Grove families or families that are coming from another area in our school district?
- Time to get occupancy
- Impact of COVID-19
- Timing compared to master plan (road) development
- Could the first wave of kids be accommodated at Fernbrook?
- Are these numbers factored into the five-year plan shared in previous meetings?
- Are new developments drawing from inside the district, or new?
- Low inventories in real estate may accelerate the build

Are there any recommendations you would propose, based on this information, for our leadership team to consider?

- Analyze at district holistically from a capacity perspective – what is happening on the west side
- Consider more equitable opportunities with any school additions, think more broadly
- Monitor and continue to assess the situation – let everything reset
- Is there any research or history on where families move from when filling a new development? Would we expect to see families move from within the district (shifting?) or new families to the district?

- Be clear on what fluctuation of enrollment from 279 Online means. Have that data understood first.
- Look at impact in higher grades, too. May not just be primarily an elementary impact.
- Does growth generally merit new building? What about under capacity schools? Shifting boundaries - eek??
- Make sure to get the data and look at numbers from Online School enrollment and how it impacts enrollment in that area.
- Reassess capacity at after the 279 on-line impact is realized.
- What happens if students want to come back to school will there be capacity.
- Looking hard at overall numbers, what will the impact for enrollment with District 279 online, students that did not enter our system, and easy to make assumptions on who will move in, and how do we look at this. Trending down as a nation on birth rates - what under enrolled schools vs. building a new school- how do we balance this?
- What about other areas of development- like in BP- new homes/townhomes, etc. What is this impact to overall enrollment?

OSSEO AREA SCHOOLS

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Breakout 3: FY2022 Enrollment Projections

What do you notice?

- Birth rates are factoring into the enrollment rates - potential short-term decline with Covid environment
- Maple Grove Senior still has capacity pressure
- RL/MGSH/FB remain with capacity concerns, and the only school without a solution to address capacity is MGSH.
- Many of our schools are still way under capacity, 279 Online will impact this even more. How will we address these schools?
- Comprehensive high schools still have core support space concerns
- GC remains slightly over capacity. Even though it's by a few students, a few students can make an impact on a small school
- All secondary schools are showing negative growth
- FB is an issue due to development, but not much
- Overall enrollment is declining; makes us curious about plan for overall district enrollment and how this impacts building capacity system-wide
- Does this lead us back to the boundary discussion vs. building new schools and additions? How does impact overall budget and building improvements?

What is clear/unclear

- Will there be a spike in birth rates as we look past 2026 and we should be looking out further?
- Could Fair Oaks and North View be more greatly impacted by 279 Online/DLA for long-term
- How does budgeting factor into these capacity numbers, even if they are under capacity - i.e. is there a negative financial impact and/or is it a better student experience to have smaller class sizes
- Additional capacity is needed to alleviate concerns, but may further widen the gap between over and under capacity schools.
- How might capacity options and different learning models impact achievement?
- What have we learned about media center/cafeteria needs with the different learning model experiences?
- What spaces need to look different in the event of a continuing pandemic context? Will we be needing more accommodations for social distancing spaces?
- Does GC have what they need to serve their scholars given the school is at capacity and is not projected to change much? Has COVID impacted capacity needs for GC considering space needs?
- What possibilities are there to impact enrollment and have more engagement with our school district due to the 279 Online option?
- Too much data provided to know what to focus on in recommendations.
- When did the concept of an online academy first develop? What Advisory group?
- Was last year's suggestion to add capacity to MGSH reflected in item 10?

OSSEO AREA SCHOOLS

ISD  279

- Does the five-year include 279 Online?
- Build another school for 279 Online
- Do we know where the students who left because of the pandemic went?
- What are other districts doing that could draw students away?
- We need to know the impact of on-line learning on enrollment in general.
- What are the rules for re-enrolling from 279 Online?
- Need clarity on do we need to build or re-draw boundaries- and what does the community want?
- If we re-draw boundaries- what is the walk-rate (will they stay or go) and what is the value of this family leaving our district- is there a value attached to this? Being upset is one thing vs. actually leaving the district another.

Are there any recommendations you would propose, based on this information, for our leadership team to consider?

- Potential to pull kids into Basswood and Rush Creek with the Fernbrook overage
- Let's look out a few years further to accommodate any birth rate spike for elementary
- Boundary changes versus closing and consolidating smaller enrollments areas and opening a new school in higher attendance area
- Consider repurposing schools with lower capacity to early childhood and other programming.
- In what ways can we leverage new options (new elementary school & 279 Online) to impact declining student enrollment due to less births for the next few years?
- Collect robust data on who is enrolling in 279 Online.
- Have patience in light of COVID-19 and 279 Online. Enrollment will continue to shift in new ways. Focus on understanding these shifts through data before trying to solve other problems (Fernbrook site).
- How do we utilize open capacity, especially in Brooklyn Park?
- What is the trigger point to start the discussion to close schools?
- We should wait and see what happens with the 2022, 2023 school years and see what shakes out.
- Impact of this work on equity work- why do we add a new school to one area, and how does this impact message of all students getting a quality education vs. responding to one part of our school district?
- Optics around how we respond to these developments and or needs? Should not matter what part of the district you live in what experience students receive.
- What is going to be the image of overall district- difference between the schools, and messages that are sent to potential students families? Need to look at overall district vs. just new and current reality of what is happening in our system.
- How is this conversation expanded to other district groups that meet around what options and getting community feedback? Flip and engage early around this and having a broader conversation sooner rather than later.