

OSSEO AREA SCHOOLS

ISD  279

Enrollment and
Capacity
Management
Advisory Committee
(ECMAC)

Summary of Progress Report

FY 2019

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Executive Summary

ECMAC background

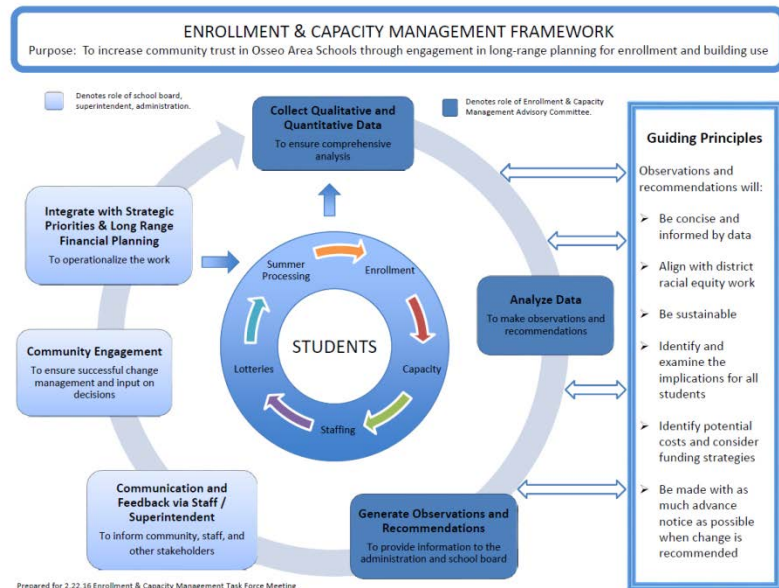
With the intent of increasing transparency and communication between Osseo Area Schools and the communities it serves, a task force of parents, school district staff, and community members was assembled in 2015 to create a framework to identify, analyze, and communicate issues related to enrollment and facility management and use.

After an 18-month study of the elements that affect facility use, the task force recommended the district adopt the framework illustrated in the figure to the right.

Integral elements of the framework are:

(1) the establishment of an Enrollment and Capacity Management Advisory Committee (ECMAC) to study facility management and report observations and recommendations to administration, and (2) the creation

of “Guiding Principles” upon which ECMAC would rely. The district adopted the framework in the spring of 2016 and the first ECMAC meeting was held on August 22, 2016.



Fiscal Year (FY) 2019 ECMAC work

ECMAC completed its third year of work in April, 2019 and presented this final Summary of Progress report to Interim Superintendent Jim Bauck. This report includes observations and recommendations (section 1) that emerged from ECMAC’s third year studying enrollment management and building use. Topics covered during the nine meetings held during 2018-19 include:

- FY 2018 ECMAC Summary of Progress report;
- summer 2018 capacity study;
- industry best practice in capacity analysis;
- elementary school classroom capacity and space usage;
- FY 2019 enrollment data
- enrollment projection processes and results; and
- Short-term elementary option to address capacity concerns at elementary buildings

ECMAC spent considerable time evaluating and considering the short-term option that staff developed in the summer of 2018 to address over-capacity conditions at Garden City Elementary, Basswood Elementary and Rice Lake Elementary schools. This option would provide building additions at Garden City Elementary school and Oakview Elementary School, along with appropriate boundary changes to relieve capacity pressure at the elementary level. In addition to the staff developed option, ECMAC made the determination at their January 7, 2019 meeting to consider a second option, which would move the STEM program from Weaver Lake Elementary to Oakview Elementary, provide building additions to Weaver Lake and Garden City elementary schools, and making appropriate boundary changes.

At the January 24th ECMAC meeting, district administration communicated to committee members that they were re-orienting the work away from a short-term option and asking the committee to begin work on a comprehensive recommendation that would include elementary and secondary solutions for over-capacity conditions. This decision caused concern with several ECMAC members and resulted in significant discussion on the purpose of ECMAC, and conversations around the impact and influence of race and privilege on the process.

Therefore, in addition to the observations and recommendations sections, this report outlines some important qualitative feedback that came out of the district's decision to reorient the work of ECMAC. This narrative is included in Section 4.

ECMAC FY 2019 recommendations

As a result of its comprehensive work, ECMAC has several recommendations related to enrollment and capacity, which is outlined in section 1 of this report, including the following elements:

- Have staff continue to determine and evaluate the impact and implications of the options that were identified to address over-capacity conditions at the following elementary schools:
 - ✓ Basswood Elementary
 - ✓ Garden City Elementary
 - ✓ Rice Lake Elementary

- Have staff research and design option(s) to address over-capacity conditions at the following secondary schools:
 - ✓ Maple Grove Senior
 - ✓ Osseo Senior
 - ✓ Park Center Senior

- Have staff continue to work with the City of Maple Grove to better understand the timing of the future housing development in the attendance area served by
 - ✓ Fernbrook Elementary

Within the originally developed Enrollment and Capacity Management Framework, five potential actions are available as options for addressing capacity needs:

1. Adjust attendance areas (change boundaries)
2. Build a new school
3. Construct an addition/expansion of a school
4. Close or repurpose a school
5. Do nothing

Note: Administrative actions such as modifying open enrollment status of a school or relocation of a program occur regularly.

Along with the enrollment and capacity recommendations that are outlined in Section 1, there are additional recommendations related to the qualitative observations and experiences of ECMAC that are outlined in section 4 of this report. These include:

- Creation of a subcommittee of ECMAC that develops a communications/community engagement plan related to the work of ECMAC.

Next steps

During the summer of 2019, district staff will design options related to each of the recommendations included in this report. In alignment with this work, there are three independent sub-committees that have been assembled to evaluate and make recommendations to ECMAC on elementary and secondary instructional design best practices, and activities/athletics facility needs. These recommendations will help to inform ECMAC's enrollment and capacity data. When ECMAC resumes for the 2019-20 school year, members will consider the potential impact of these options and recommendations on capacity and enrollment projections. ECMAC will be asked to make a comprehensive recommendation to district administration no later than January of 2020 that addresses enrollment and capacity concerns at all schools and facilities in the district.

Impact of ECMAC Work

In 2018-19, ECMAC members participated in:

1. Nine large group meetings with over 500 collective hours; and
2. Multiple planning and preparation meetings with well over 200 collective hours.

The Enrollment and Capacity Management framework creates an intentional space to involve community voice in district processes that shape decision-making and communication regarding enrollment and capacity management.

In April 2019, upon nearing completion of the second year of this work, ECMAC members were asked to share their perspectives about the work to date. Here are some of their responses:

- *Great work, tough conversations, fact-based approach – all good!*
- *It is difficult work that impacts a lot of people in the community.*
- *Much more hands on this year – it's good to get closer to a recommendation based on the data provided.*
- *Great work and the future is bright if we continue our passion for the work. Continue to challenge ourselves for the better good of all students.*
- *Great committee! The work is a process, but this truly is the best way to increase community trust.*
- *It is important.*
- *Lots of work to be done yet, nothing accomplished*
- *It was a difficult process because I always wonder about whether or not equity is really a guiding principle.*
- *I am happy about the direction ECMAC is headed. There were tough conversations this year and some committee members (in the beginning) didn't make other voices feel welcome.*
- *Real good experience and learned a lot from all.*
- *While it was painful at times, it's the right work and, in my opinion, an appropriate process to follow*
- *Deliberate, considerate discussion. We had some difficult banter, but it made the group more viable.*
- *I really enjoyed being a part of ECMAC this year and I look forward to next year. It was eye-opening to see data and visit schools this year.*

Section 1: Observations and Recommendations

Observations & Recommendations: Enrollment and capacity calculations are described in detail in sections 2 and 3 of this report and are summarized in the table below. The data in this table is used to support the observations and recommendations in this section of the report.

School	Estimated FY 2024 student enrollment	School student capacity	FY 2024 enrollment over/(under) capacity	
Elementary Schools				
City of Brooklyn Center				
Garden City	334	243	91	37.26%
City of Brooklyn Park				
Birch Grove	422	411	11	2.67%
Crest View	249	275	(26)	-9.45%
Edinbrook	734	738	(4)	-0.48%
Fair Oaks	380	416	(36)	-8.57%
Palmer Lake	454	444	10	2.25%
Park Brook	303	278	25	8.99%
Woodland	687	742	(55)	-7.38%
Zanewood	368	371	(3)	-0.82%
City of Maple Grove				
Basswood	1,060	919	141	15.36%
Cedar Island	447	446	4	0.90%
Elm Creek	604	569	35	6.15%
Fernbrook *	1,136	962	175	18.14%
Oak View	584	546	38	6.90%
Rice Lake	785	589	196	33.37%
Rush Creek	745	880	(135)	-15.34%
Weaver Lake	633	646	(13)	-2.01%
Secondary Schools				
City of Brooklyn Park				
Brooklyn Middle	1,142	1,050	92	8.88%
North View Middle	575	659	(84)	-12.74%
Park Center Senior	2,220	2,043	177	8.67%
City of Maple Grove				
Maple Grove Middle	1,704	1,785	(81)	-4.54%
Maple Grove Senior	2,476	2,149	327	15.22%
City of Osseo				
Osseo Middle	1,107	1,080	27	2.50%
Osseo Senior	2,293	2,018	275	13.63%

*Includes enrollment growth due to anticipated future housing development in northwest Maple Grove.

An additional capacity lens, which considers core support areas in each school, is described in section 3 of this report. The data from this additional capacity lens is also used to support the observations and recommendations in this section of the report.

ECMAC FY 2019 observations

The observations below use enrollment and capacity conditions anticipated **by Fiscal Year 2024**.

➤ Elementary Schools

1. Basswood, Rice Lake, Garden City and Fernbrook are expected to have enrollment that exceeds student capacity by more than 15%.
2. Rush Creek is expected to have enrollment that falls short of student capacity by more than 15%.
3. The cafeteria at Basswood and Fernbrook are substantially undersized for the projected enrollment for FY2024.

➤ Secondary Schools

1. Osseo Middle School and Brooklyn Middle Schools are projected to be slightly over capacity. Northview Middle School are projected to be below capacity.
2. All three comprehensive senior high schools are expected to have enrollment that exceeds student capacity; at Park Center High School, enrollment is expected to exceed capacity by just under 10%. At both Maple Grove Senior High School and Osseo Senior High Schools, enrollment is expected to exceed student capacity by over 10%.
3. The cafeterias at Maple Grove and Osseo Senior High Schools are substantially undersized.

ECMAC FY 2019 recommendations

ECMAC recommends the following to address the collective, agreed-upon needs:

- Have staff continue to determine and evaluate the impact and implications of the options that were identified to address over-capacity conditions at the following elementary schools:
 - ✓Basswood Elementary
 - ✓Garden City Elementary
 - ✓Rice Lake Elementary
- Have staff research and design option(s) to address over-capacity conditions at the following comprehensive high schools:
 - ✓Maple Grove Senior
 - ✓Osseo Senior
 - ✓Park Center Senior
- Have staff continue to work with the City of Maple Grove to better understand and quantify the timing of the future housing development in the attendance area served by
 - ✓Fernbrook Elementary

Options available within the original ECMAC Framework

The following tools could be used by staff to design options that would address the recommendations proposed by ECMAC:

- Attendance area (boundary) adjustments

An attendance area is a geographic area that is established to balance enrollment among district schools. Each school (except for magnet schools/programs that draw students from the entire district) has an attendance area that determines the resident students who are assigned to the school. Exhibits 1A, 1B, and 1C show attendance area maps for elementary schools, middle schools, and senior high schools. It should be noted that options that include attendance area adjustments to resolve capacity concerns at one school could impact students at multiple schools throughout the district.

➤ **Build a new school**

The district owns property in northwest Maple Grove that was purchased in 2008 in anticipation of the need to build a school in the future. This 35-acre property is large enough to house an elementary school but is not large enough to house either a middle or senior high school. It should be noted that options to build a new school would result in the need for a voter-approved bond issue for construction and the identification of general operating funds, possibly through a voter-approved operating levy, to operate the school. In addition, a new school would require the adjustment of attendance areas that may impact multiple schools.

➤ **Construct an addition/expansion of a school**

Additions or expansions could be accomplished by adding square footage or by remodeling the interior of a school to create more efficient use of space to expand a school's capacity. It should be noted that options to add to or expand a school could result in the need for a voter-approved bond issue to fund the project. It may also require the adjustment of attendance areas that may impact multiple schools.

➤ **Close a school**

Closing a school would mean that all students assigned to the closed school would need to be reassigned to other schools. It should be noted that closing a school would require students in the attendance area of the closed school to be re-assigned to other schools, which may impact the attendance area for multiple schools.

➤ **Do nothing**

Staff may uncover additional data or information that resolves the capacity concern. It is also possible to accept the reality of a capacity concern and adapt as necessary, without taking any of the above actions.

➤ **Other**

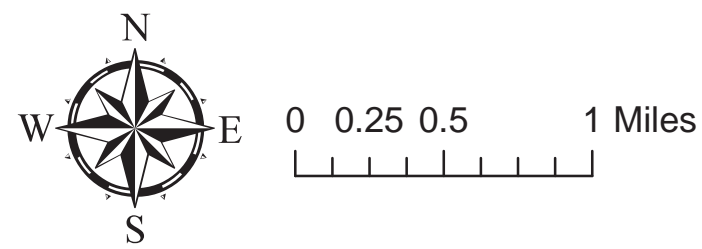
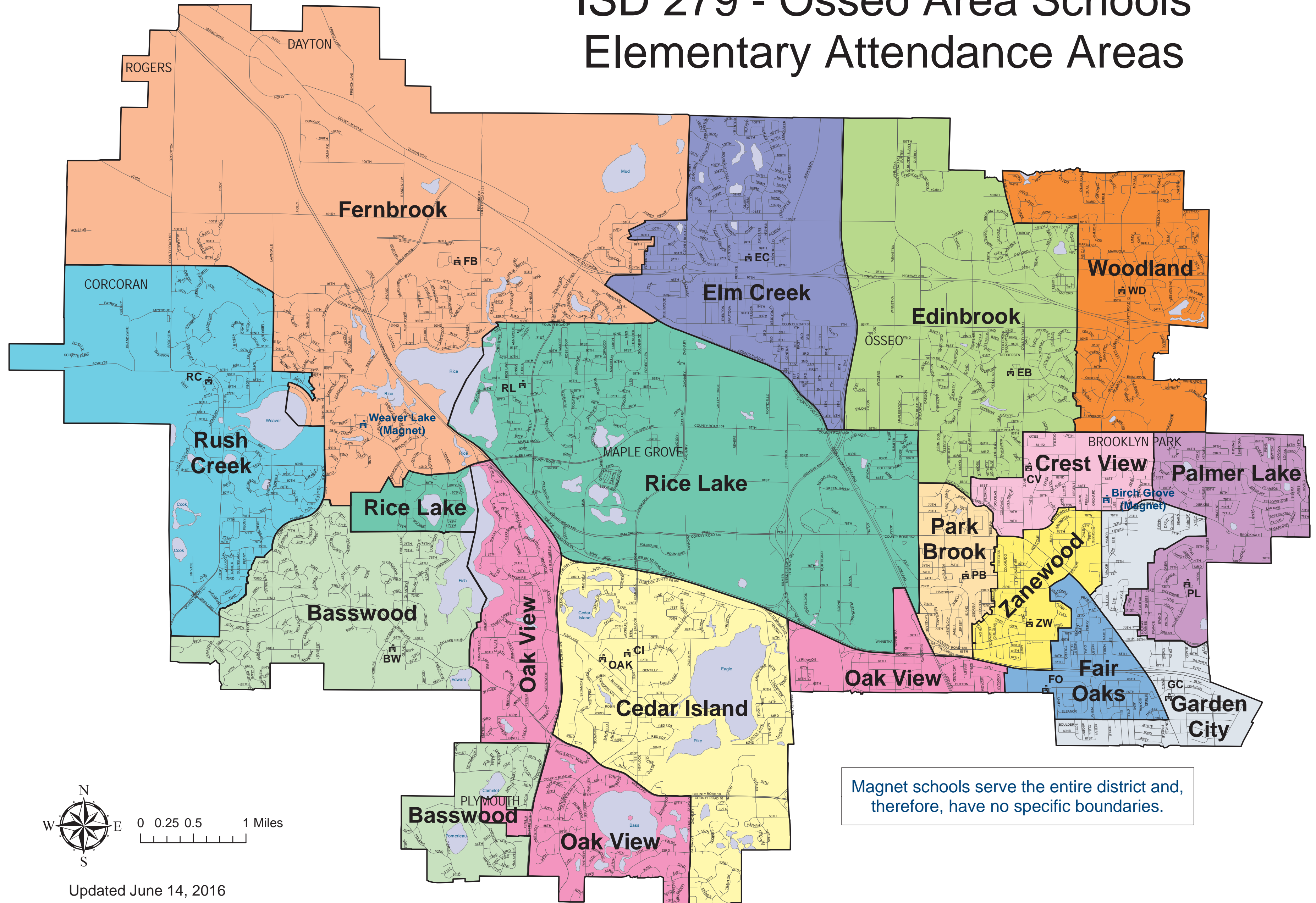
In the 2018 Summary of Progress Report, ECMAC recommended that an additional category of "other" be added to include options such as changing open enrollment status of schools or repurposing a magnet school.

➤ **Combination**

A combination of these tools could be used to address the observations and recommendations related to enrollment and capacity challenges identified.

Exhibit 1A

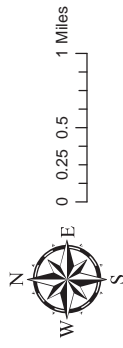
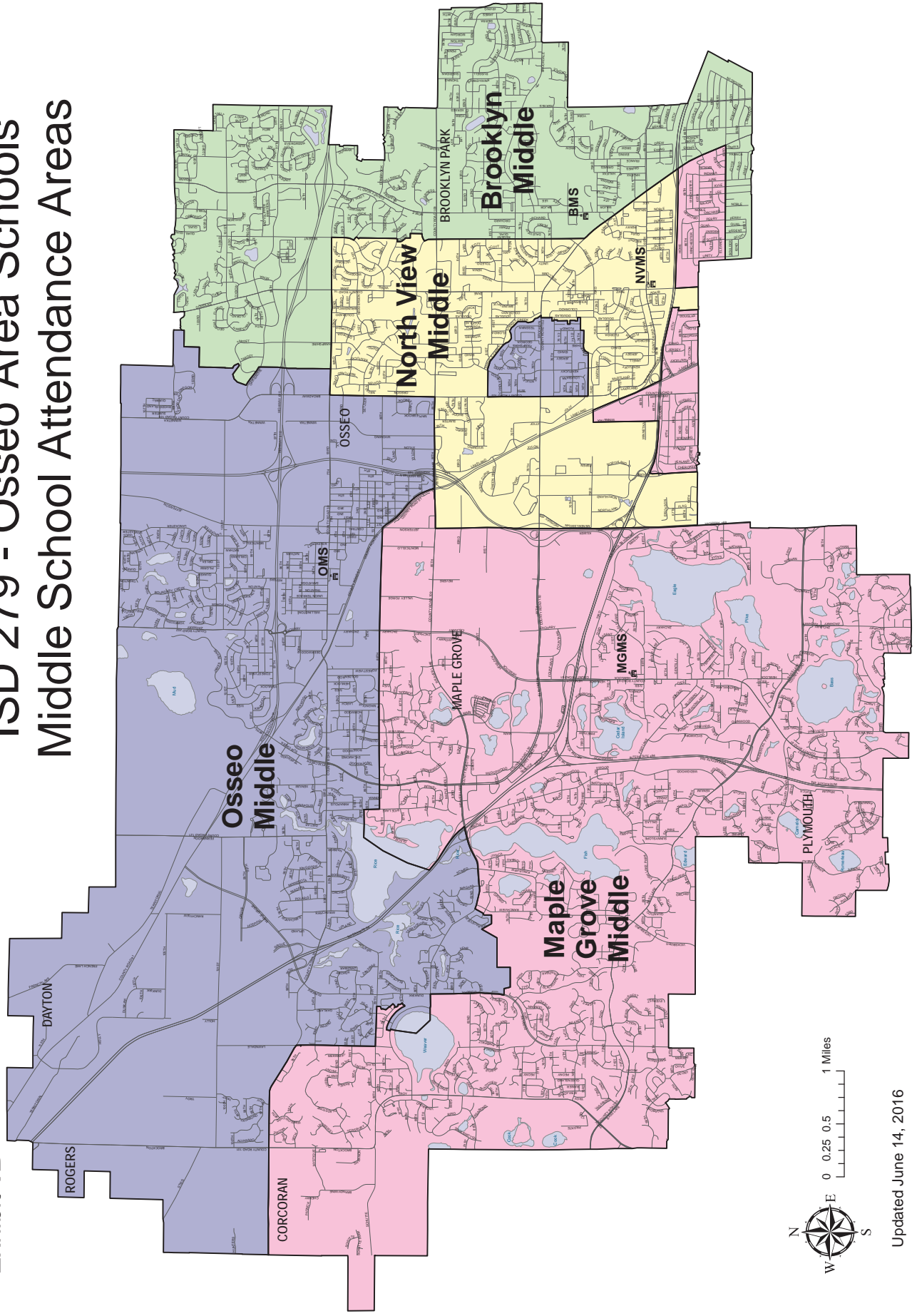
ISD 279 - Osseo Area Schools Elementary Attendance Areas



Updated June 14, 2016

Exhibit 1B

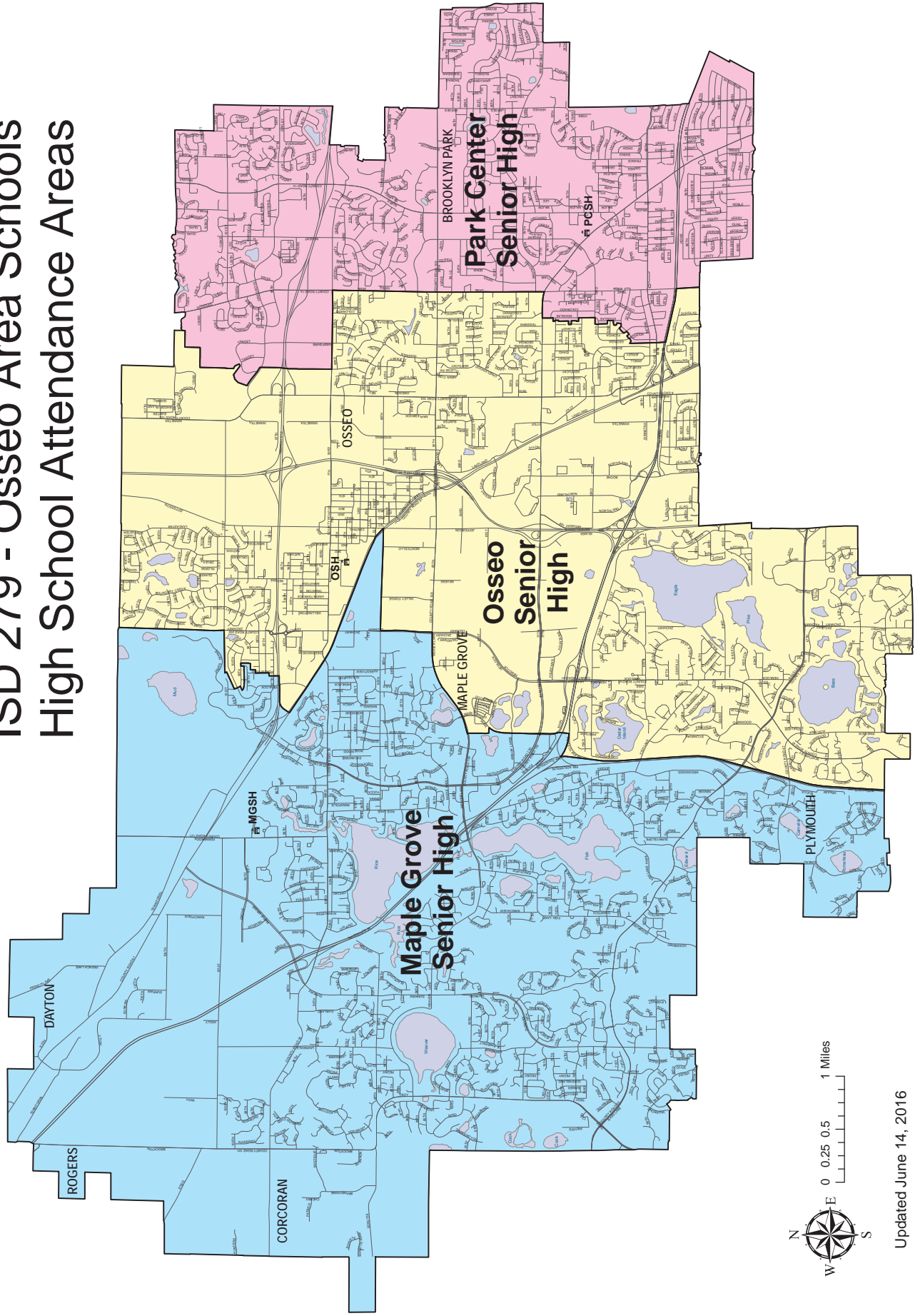
ISD 279 - Osseo Area Schools Middle School Attendance Areas



Updated June 14, 2016

Exhibit 1C

**ISD 279 - Osseo Area Schools
High School Attendance Areas**



Updated June 14, 2016

Section 2: Enrollment

Osseo Area Schools is the fifth-largest school district in Minnesota, serving all or parts of eight cities: Brooklyn Center, Brooklyn Park, Corcoran, Dayton, Maple Grove, Osseo, Plymouth, and Rogers. In 2018-2019, the total resident population of the Osseo School District is 149,144 and the geographic area is 66 square miles. Exhibit 2A is a map showing the location of each school and the boundaries of Osseo Area Schools along with city boundaries.

The chart below depicts enrollment history and projections by grade level for Osseo Area Schools. The blue arrows in the chart are described later in this document.

Enrollment History and Projections										
Grade or Age	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Henn Cty Births	16,334	15,955	15,943	16,345	16,584	16,770	16,829	16,485	16,322	16,556
Kindergarten	1,597	1,545	1,518	1,539	1,600	1,602	1,607	1,574	1,559	1,581
Grade 1	1,666	1,546	1,517	1,578	1,560	1,627	1,629	1,634	1,601	1,585
Grade 2	1,565	1,627	1,546	1,529	1,558	1,554	1,621	1,623	1,628	1,595
Grade 3	1,597	1,576	1,633	1,545	1,532	1,560	1,556	1,623	1,625	1,631
Grade 4	1,509	1,564	1,564	1,685	1,567	1,557	1,586	1,582	1,650	1,652
Grade 5	1,525	1,488	1,541	1,591	1,623	1,543	1,534	1,562	1,558	1,625
Kind - Grade 5	9,459	9,346	9,319	9,467	9,440	9,443	9,533	9,598	9,621	9,669
Grade 6	1,466	1,462	1,385	1,496	1,508	1,546	1,470	1,461	1,488	1,484
Grade 7	1,405	1,420	1,488	1,430	1,506	1,534	1,573	1,495	1,486	1,513
Grade 8	1,460	1,444	1,450	1,519	1,478	1,547	1,576	1,615	1,536	1,526
Grade 6-8	4,331	4,326	4,323	4,445	4,492	4,627	4,619	4,571	4,510	4,523
Grade 9	1,505	1,664	1,656	1,656	1,734	1,689	1,768	1,800	1,846	1,755
Grade 10	1,587	1,569	1,683	1,647	1,647	1,729	1,684	1,763	1,795	1,841
Grade 11	1,479	1,603	1,579	1,650	1,665	1,647	1,729	1,684	1,763	1,795
Grade 12	1,649	1,591	1,680	1,676	1,780	1,778	1,759	1,847	1,799	1,883
Grade 9-12	6,220	6,427	6,598	6,629	6,826	6,843	6,940	7,094	7,203	7,274
Kind - Gr 12	20,010	20,099	20,240	20,541	20,758	20,913	21,092	21,263	21,334	21,466

Exhibit 2B (attached) depicts enrollment trends by school. Schools are sorted alphabetically by the city within which they are located.

Enrollment projection overview

The same calculation is used every year to consistently create reliable enrollment projections by site and grade level. These calculations can only be relied upon to create reasonable enrollment projections when historical patterns can be expected to hold into the future. When some break in pattern is reasonably projectable, calculations are adjusted to reflect the pattern break. Breaks in pattern can be caused by things such as new housing developments, opening of a charter or private

school within the district, or program or attendance area changes that cause students to move into or out of the district. In preparing the FY 2020 five-year enrollment projections, pattern breaks emerged in several buildings and grade levels throughout the district.


Enrollment projection methodology

➤ **Kindergarten: Capture Rate**

Enrollment projections begin with a calculation of kindergarten enrollment. Kindergarten projections are based upon birth rates in Hennepin County five years prior. This assumes that the cohort of births will produce kindergarten-age students five years in the future. Projections begin with the historical ratio of Hennepin County births to the actual Osseo Area Schools kindergarten class five years later, or the “kindergarten capture rate.”

For FY 2020 five-year projections, a one-year kindergarten capture rate (9.6% of Hennepin County births) was used to project kindergarten enrollment; this calculation produced a projected kindergarten enrollment for FY 2020 of 1,602 students.

➤ **Grades 1-12: Cohort Survival**

Enrollment projections for grades 1-12 are calculated using a “cohort survival” method, which is a common method for forecasting future enrollment. The cohort survival method calculates the ratio of student enrollment in a base year grade level to a future year’s successive grade level. In other words, the method determines the percentage of students who “survive” from the base year to the next grade level in a future year. For example, as indicated with an  in the chart above, the 2016-17 fifth grade enrollment was 1,541 and the 2017-18 sixth grade enrollment was 1,496. In this case, fifth grade one-year cohort survival ratio is .97 (1,496 ÷ 1,541). This means that 97% of the fifth-grade enrollment “survived” into sixth grade. This results from patterns of students transferring into and out of the district for various reasons (e.g. family move into/out of district, state or country; student transfer from/to another MN public school district, charter school, or private school).

FY 2020 five-year grade-level enrollment projections were calculated by applying a three-year average of the “cohort survival” ratio to each grade level and site.

Enrollment projection variation due to breaks in pattern

In FY 2019, K-12th grade actual November 1 enrollment of 20,758 was 21 students below the projection of 20,779 (a variance of -0.1%; see Exhibit 2C). The average variance by grade level was -0.09%, ranging from 64 students under projection at 5th grade to 25 students over projection at K and 12th grade. The average variance by site was -.37%, ranging from 40 students under projection at Palmer Lake Elementary to 46 students over projection at Oak View Elementary. This level of variance indicates that the standard six-year survival rate is somewhat less accurate

at the school and grade level than it is at the district level, which suggests that there are some breaks in pattern at some grade and site levels. A study of these breaks in pattern resulted in adjustments to the FY 2020 5-year enrollment projections.

- Break in pattern: kindergarten, 6th grade, 9th grade
For FY 2020 and beyond, the kindergarten, 6th grade, and 9th grade calculation was adjusted to reflect a capture rate using the previous year (one year, rather than six years). These three grade levels are “first years” in each grade span. The capture rate has been impacted by the recent grade span changes, in addition to changes in the economy and closures of open enrollment in the neighboring Anoka-Hennepin school district. To mitigate this fluctuation, a one-year survival method was used at these transition years to reflect a belief that the most recent history will best predict the impact of this combination of factors. We expect to increase this cohort survival term by one year annually to eventually return to a six-year cohort survival pattern at all schools and grade levels.

- Break in pattern: grades 1-12 (except 6th and 9th grade)
Grade-level enrollment projections had been historically calculated by applying a six-year average of the “cohort survival” ratio to each grade level and site. The six-year average smoothed out peaks and valleys over time. Beginning in FY 2019, new grade level patterns began to emerge as a result of grade span change and changing housing patterns in some elementary school attendance areas.

A detailed analysis surfaced the following breaks in pattern:

1. Grade span change

Elementary: Beginning in FY 2016, elementary school grade spans were re-aligned districtwide to serve pre-kindergarten through 5th grade. Two elementary schools (Cedar Island and Fair Oaks) had previously served only grades PreK-3 and one elementary school (Oak View) had previously served only grades 4-6. The remaining 14 elementary schools had previously served grades K-6. FY 2019 marked the fourth year in the new grade spans. Cedar Island, Fair Oaks, and Oak View were phased into the PreK-5 grade spans beginning in FY 2015, establishing four years of new grade-level cohort survival patterns. Enough historical data has now been produced to create a reliable pattern for all schools, therefore beginning in FY 2020 the same cohort survival was applied to all schools to project elementary enrollment. For FY 2020, a three-year cohort survival was used to project first through fifth grade enrollment at all elementary schools. Three years was used rather than four to eliminate the transition year into new grade spans. We expect to increase this cohort survival term by one year annually to eventually return to a six-year cohort survival pattern at all schools and grade levels.

Secondary: In FY 2016, middle schools began to serve grades 6-8 (previously they had served grades 7-9) while senior high schools began to serve grades 9-12 (previously they had served grades 10-12). FY 2019 marked the fourth year in these new grade spans, establishing three years of new grade-level cohort survival patterns. For FY 2020, a three-year cohort survival was used to project seventh through twelfth grade enrollment at all secondary schools. Three years was used rather than four to eliminate the transition year into new grade spans. We expect to increase this cohort survival term by one year annually to eventually return to a six-year cohort survival pattern at all schools and grade levels.

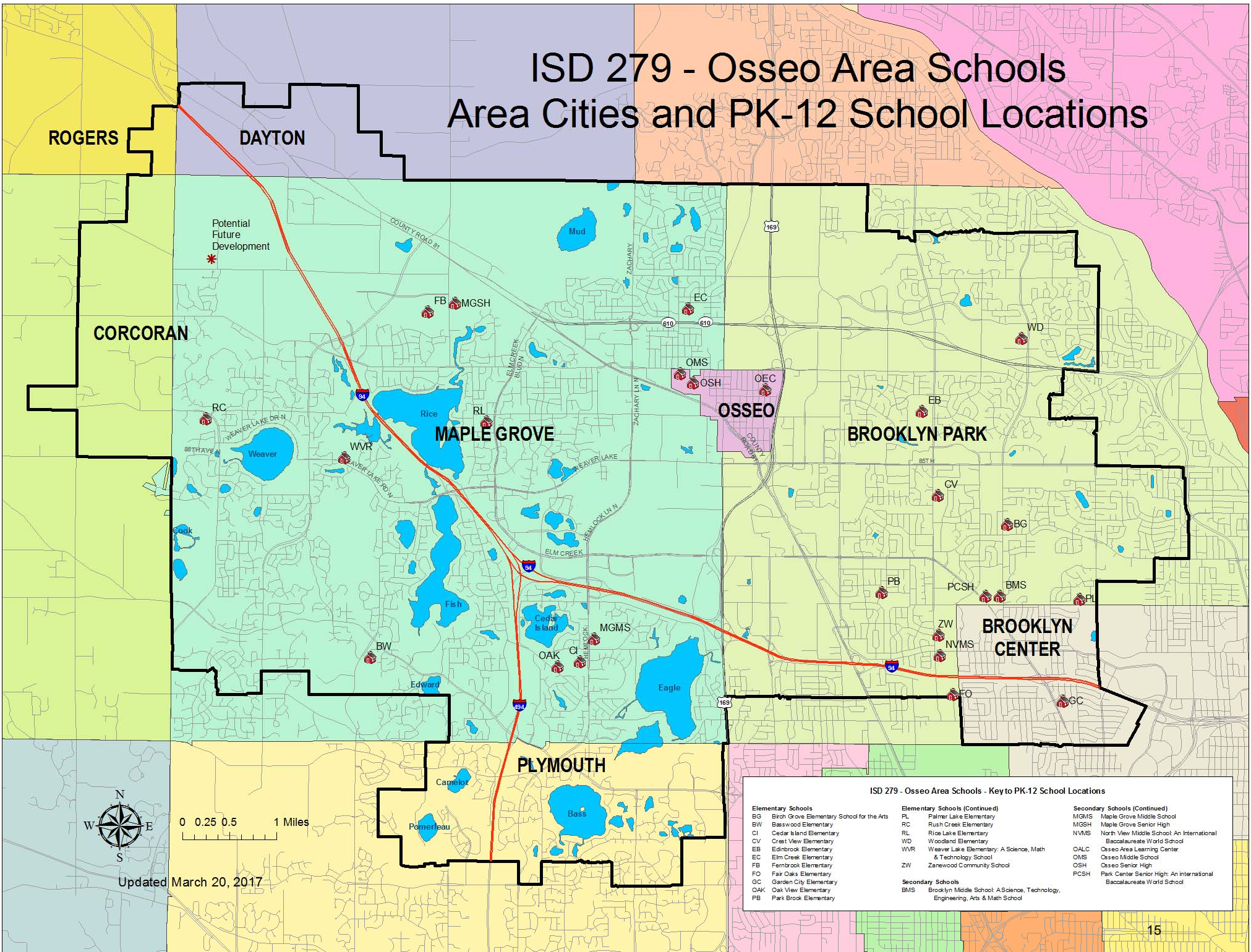
➤ Break in Pattern: Undeveloped Land

Many discussions occur on a regular basis between the district and staff at all cities served by the school district to predict potential enrollment changes due to city development. In times of normal development, the usual cohort survival methodology will account for trends in development and normal housing turnover. In times when housing construction on formerly undeveloped land is expected to produce school-aged children, incremental enrollment increases can be inserted into projections.

Through ongoing discussions with the City of Maple Grove, staff continually monitors the timing of the anticipated growth in northwest Maple Grove. In recent conversations with city staff, district leaders have begun to quantify potential future growth, all of which is in the current Fernbrook Elementary attendance area. Based on early land use information about areas identified for potential low to medium density residential development (single family homes), we can begin to project from 250 to as many as 600 students could emerge from areas in northwest Maple Grove. Our current enrollment projections predict growth of 268 students by FY 2024 in this area. Because of this expected growth, Fernbrook Elementary and Rush Creek Elementary, whose attendance area is just south of this area of future anticipated growth, are closed to open enrollment as both of these schools have available capacity that is being held to absorb some of the anticipated growth. Keeping these two schools closed to open enrollment will help to avoid potential future boundary changes that would move students from within the current attendance area because available capacity had been used by students enrolled from outside the attendance area.

The district owns land in the area of anticipated growth (see Exhibit 2A area marked “potential future development”) and staff has taken proactive steps to consider options, costs, and funding timelines necessary to build a new school if and when enrollment projections begin to reasonably predict this need.

ISD 279 - Osseo Area Schools Area Cities and PK-12 School Locations



Updated March 20, 2017

ISD 279 - Osseo Area Schools - Key to PK-12 School Locations		
Elementary Schools	Elementary Schools (Continued)	Secondary Schools (Continued)
BG Birch Grove Elementary School for the Arts	RL Palmer Lake Elementary	MGMS Maple Grove Middle School
BW Basswood Elementary	RC Rush Creek Elementary	MGSH Maple Grove Senior High
CI Cedar Island Elementary	RL Rice Lake Elementary	NVMS North View Middle School; An International Baccalaureate World School
CV Crest View Elementary	WD Woodland Elementary	OALC Osseo Area Learning Center
EB Edinbrook Elementary	WVR Weaver Lake Elementary; A Science, Math & Technology School	OMS Osseo Middle School
EC Elm Creek Elementary	ZW Zanewood Community School	OSH Osseo Senior High
FB Fernbrook Elementary		PCSH Park Center Senior High; An International Baccalaureate World School
FO Fair Oaks Elementary		
GC Garden City Elementary		
OAK Oak View Elementary		
PB Park Brook Elementary		
	Secondary Schools	
	BMS Brooklyn Middle School; A Science, Technology, Engineering, Arts & Math School	

Exhibit 2B

Osseo Area Schools - Grade and Site Enrollment Estimates																									
School Name	Projection for Fall of 2019 (Fiscal Year (FY) 2020)														Five-Year Projection										
	K	1	2	3	4	5	6	7	8	9	10	11	12	FY 2020 Projection	FY 2019 Actual	One-Year Change	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	5-Year Change		
City of Brooklyn Center																									
Garden City	59	58	50	56	44	43								310	317	(7)	-2.21%	317	310	324	335	334	334	17	5.36%
City of Brooklyn Park																									
Birch Grove	64	68	74	74	70	68								418	427	(9)	-2.11%	427	418	424	429	427	422	(5)	-1.17%
Crest View	52	47	39	35	34	35								242	243	(1)	-0.41%	243	242	242	243	248	249	6	2.47%
Edinbrook	114	120	122	116	115	119								706	709	(3)	-0.42%	709	706	715	727	733	734	25	3.53%
Fair Oaks	70	68	63	55	60	65								381	393	(12)	-3.05%	393	381	375	373	378	380	(13)	-3.31%
Palmer Lake	80	82	75	71	70	74								452	455	(3)	-0.66%	455	452	450	454	454	454	(1)	-0.22%
Park Brook	45	51	42	44	49	56								287	275	12	4.36%	275	287	287	293	298	303	28	10.18%
Woodland	119	114	128	102	129	110								702	705	(3)	-0.43%	705	702	704	687	698	687	(18)	-2.55%
Zanewood	70	69	65	60	39	55								358	374	(16)	-4.28%	374	358	356	370	368	368	(6)	-1.60%
City of Maple Grove																									
Basswood	184	179	170	176	175	171								1,055	1,051	4	0.38%	1,051	1,055	1,057	1,058	1,053	1,060	9	0.86%
Cedar Island	72	76	71	69	85	82								455	452	3	0.66%	452	455	454	444	447	450	(2)	-0.44%
Elm Creek	93	97	98	82	105	82								557	560	(3)	-0.54%	560	557	583	584	602	604	44	7.86%
Fernbrook	139	150	131	157	114	148								839	828	11	1.33%	828	839	846	966	1,043	1,136	308	37.24%
Oak View	96	95	81	86	89	100								547	521	26	4.99%	521	547	551	562	573	584	63	12.09%
Rush Creek	123	126	126	142	130	122								769	801	(32)	-4.00%	801	769	769	761	746	745	(56)	-6.99%
Rice Lake	129	131	112	128	131	95								726	688	38	5.52%	688	726	765	768	769	785	97	14.10%
Weaver Lake	93	96	107	107	118	118								639	641	(2)	-0.31%	641	639	638	636	634	633	(8)	-1.25%
Elementary School Total	1,602	1,627	1,554	1,560	1,557	1,543								9,443	9,440	3	0.03%	9,440	9,443	9,540	9,690	9,805	9,928	488	5.17%
City of Brooklyn Park																									
Brooklyn Middle							390	384	374					1,148	1,068	80	7.49%	1,068	1,148	1,165	1,154	1,138	1,142	74	6.93%
North View Middle							210	192	199					601	609	(8)	-1.31%	609	601	585	580	572	575	(34)	-5.58%
Park Center Senior										538	544	501	510	2,093	2,066	27	1.31%	2,066	2,093	2,116	2,170	2,201	2,220	154	7.45%
City of Maple Grove																									
Maple Grove Middle							589	578	574					1,741	1,714	27	1.58%	1,714	1,741	1,739	1,720	1,698	1,704	(10)	-0.58%
Maple Grove Senior										594	609	575	555	2,333	2,335	(2)	-0.09%	2,335	2,333	2,370	2,417	2,456	2,476	141	6.04%
City of Osseo																									
Osseo Middle							356	379	395					1,130	1,094	36	3.29%	1,094	1,130	1,132	1,121	1,104	1,107	13	1.19%
Osseo Senior										553	560	540	499	2,152	2,140	12	0.56%	2,140	2,152	2,193	2,235	2,274	2,293	153	7.15%
Secondary School Total							1,545	1,533	1,542	1,685	1,713	1,616	1,564	11,198	11,026	172	1.56%	11,026	11,198	11,300	11,397	11,444	11,517	491	4.45%
Osseo Sec Transition Center							-	-	-	-	-	-	74	74	79	0	0.00%	79	74	74	74	74	74	(5)	(0)
Osseo Area Learning Center							-	-	-	0	12	29	134	175	190	0	0.00%	190	175	175	175	175	175	(15)	(0)
Achieve							1	1	5	4	4	2	6	23	23	0	0.00%	23	23	23	23	23	23	-	-
Subtotal							1	1	5	4	16	31	214	272	292	-20	-6.85%	292	272	272	272	272	272	(20)	(0)
Grand Total Enrollment	1,602	1,627	1,554	1,560	1,557	1,543	1,546	1,534	1,547	1,689	1,729	1,647	1,778	20,913	20,758	155	0.75%	20,758	20,913	21,112	21,359	21,521	21,717	959	4.62%

EXHIBIT 2C

Osseo Area Schools - Grade & Site Enrollment Variance from Projections as of 11/01/2018															
School Name	10 or more students above projection						10 or more students below projection						5% above		
	Grade Level														5% below
	Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	K-12	% Variance
Basswood	(2)	(17)	0	(13)	0	(7)								(39)	-3.6%
Birch Grove	(2)	7	(2)	1	(12)	(2)								(10)	-2.3%
Cedar Island	3	4	4	8	7	(1)								25	5.9%
Crest View	2	2	(3)	1	(8)	(10)								(16)	-6.2%
Edinbrook	0	2	(4)	(6)	1	(9)								(16)	-2.2%
Elm Creek	3	5	(3)	0	8	5								18	3.3%
Fair Oaks	2	2	1	1	6	(2)								10	2.6%
Fernbrook	19	8	7	3	5	3								45	5.7%
Garden City	(2)	(2)	(10)	6	(4)	1								(11)	-3.4%
Oak View	9	6	4	9	8	10								46	9.7%
Palmer Lake	(3)	(3)	(5)	(13)	4	(20)								(40)	-8.1%
Park Brook	6	3	(8)	1	6	(4)								4	1.5%
Rice Lake	9	(6)	1	2	0	(11)								(5)	-0.7%
Rush Creek	0	5	(6)	2	(5)	(2)								(6)	-0.7%
Weaver Lake	(2)	3	(1)	0	0	(1)								(1)	-0.2%
Woodland	(16)	(8)	3	8	(3)	(8)								(24)	-3.3%
Zanewood	(1)	(3)	2	(4)	2	(6)								(10)	-2.6%
Elementary School Total	25	8	(20)	6	15	(64)								(30)	-0.3%
Brooklyn Middle							9	(13)	6					2	0.2%
Maple Grove Middle							(2)	(2)	8					4	0.2%
North View Middle							(21)	(5)	(4)					(30)	-4.7%
Osseo Middle							(2)	(8)	13					3	0.3%
Middle School Total							(16)	(28)	23					(21)	-0.5%
Maple Grove Senior High										(2)	6	2	3	9	0.4%
Osseo Senior High										(7)	10	1	(9)	(5)	-0.2%
Park Center Senior High										8	(26)	11	(7)	(14)	-0.7%
Senior High School Total										(1)	(10)	14	(13)	(10)	-0.2%
Subtotal	25	8	(20)	6	15	(64)	(16)	(28)	23	(1)	(10)	14	(13)	(61)	-0.3%
Osseo Sec Transition Ctr												2	2	2	2.6%
Osseo Area Learning Ctr							0	0	0	(2)	0	8	32	38	25.0%
Achieve							1	(3)	0	0	1	(3)	4	0	0.0%
Subtotal							1	(3)	0	(2)	1	5	38	40	15.9%
Total Variance from Proj.	25	8	(20)	6	15	(64)	(15)	(31)	23	(3)	(9)	19	25	(21)	-0.1%

Section 3: Student capacity

Student capacity overview

The number of students a building can accommodate (its “student capacity”) is affected by a number of factors including:

- Class size targets for grade levels served
- Number of grade levels served in the building
- Funds/grants utilized to reduce class size;
- Educational needs of students (e.g., classrooms needed for grade-level instruction)
- Specialized needs of the school’s educational program (e.g., music, arts, technology, science)
- Specialized educational needs of students (e.g., special education, English Learner)
- Programs located at facility at direction of school district (e.g., special education, preschool)
- Programming identified by principal, teachers and staff intended to satisfy specific needs of student population and local community (e.g., large motor rooms, meeting space)

This section of the report describes the method that was used to determine student capacity for each school. The first step is to calculate the number of available grade-level classrooms at each school. Next, the number of students assigned to each classroom is calculated. Finally, the number of available classrooms is multiplied by the number of students assigned to each available classroom to calculate the total student capacity for each school.

Number of available classrooms

- Assumptions: elementary schools
Before calculating the number of available elementary classrooms, it is necessary to first agree to a consistent set of assumptions about building use and program requirements. At their October 10, 2017 work session, the school board agreed to the use of the following elementary capacity assumptions that emerged from a capacity study completed in the summer of 2017 by Wold Architects and Engineers.

In addition to appropriate grade-level classrooms, all elementary schools should have 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

After adjusting for these assumptions, the number of available classrooms in each elementary school was calculated.

Other items noted by Wold regarding elementary teaching spaces:

- Kindergarten and pre-kindergarten rooms are not equivalently sized districtwide.
- Art does not have dedicated space (except Birch Grove Elementary School for the Arts).
- Some schools contain “center-based” programming which serves students with special needs from multiple sites. These center-based programs reduce the number of available classrooms at these schools.
- The before-and-after school care program (Kidstop) needs dedicated storage and office space; access to classroom space is necessary before and after school.

➤ Assumptions: secondary schools

To calculate the number of available secondary classrooms, a standard utilization factor was applied to the number of classrooms identified by Wold. This utilization factor adjusts the number of available classrooms for the predictable inefficiencies in secondary classroom utilization that result from student choice and classroom scheduling. For example, an individual classroom might be scheduled with students for five of the six periods in a school day, creating an inefficiency because a classroom is empty for one period.

The following utilization factors were assumed in the calculation of available secondary classrooms:

- Senior High - 80% utilization of available classrooms
- Middle School - 75% utilization of available classrooms

Number of students assigned to each classroom

Once the number of available classrooms is identified, the next step in calculating capacity is to determine the number of students assigned to each classroom. The district uses grade level class size targets to determine the teachers (and classrooms) necessary to serve the projected number of

enrolled students. However, the actual number of students assigned to each classroom will vary from these grade level class size targets for several reasons including:

- Some schools receive additional funding based upon the needs and attributes of the students served in the school (e.g. special education, English learners, low-income households). This additional funding can be used by site leaders to reduce class size by purchasing additional teaching staff and adding sections (more classrooms).
- Site leaders may decide to reduce class sizes for certain grade levels by shifting teaching staff among grade levels.
- Grade-level cohorts of students do not come in exact section numbers. For example, if the number of students attending kindergarten in a school's cohort is 84, the class size for these students will be 21, which is below the grade level class size target of 25.

In calculating capacity, the use of actual class sizes rather than class size targets provides a more accurate picture of a school's student capacity. Actual class sizes account for the specific program and student needs at each individual school. To determine the number of students assigned to each classroom, actual FY 2019 class sizes were averaged for each school. The assumptions used to determine these average class sizes varied between elementary and secondary schools.

➤ Assumptions: elementary schools

For elementary schools, the FY 2019 actual class size was averaged by grade level for each school. This average grade-level class size became the assumed number of students assigned to each available classroom by grade level. A grade-level average calculation was completed for each elementary school.

➤ Assumptions: secondary schools

For secondary schools, the FY 2019 actual class size was averaged for each school in total. This school-wide average class size became the assumed number of students assigned to each available classroom. Inherently large classes, such as band, choir and orchestra were excluded from the calculation of a school's average class size. A school-wide average calculation was completed for each secondary school.

Final student capacity calculations

The final student capacity for each school was determined by multiplying the number of available classrooms by the number of students assigned to each available classroom.

(total student capacity = available classrooms x number of students assigned to each classroom)

The table below depicts each school's estimated student capacity that resulted from the calculations above. Data in the table is sorted alphabetically by the city within which each school is located. The student capacity data in the first column was calculated using class size targets. The student capacity data in the second column was calculated using actual class sizes. ECMAC members agreed to base observations and recommendations on student capacity data which uses actual class sizes.

School	Student capacity using class size targets	Student capacity using actual class sizes
Elementary Schools		
City of Brooklyn Center		
Garden City	342	243
City of Brooklyn Park		
Birch Grove	564	411
Crest View	367	275
Edinbrook	906	738
Fair Oaks	591	416
Palmer Lake	591	444
Park Brook	342	278
Woodland	790	742
Zanewood	591	371
City of Maple Grove		
Basswood	1,026	919
Cedar Island	513	446
Elm Creek	591	569
Fernbrook	933	962
Oak View	651	546
Rice Lake	619	589
Rush Creek	961	880
Weaver Lake	684	646
Secondary Schools		
City of Brooklyn Park		
Brooklyn Middle	1,234	1,050
North View Middle	1,050	659
Park Center Senior	2,376	2,043
City of Maple Grove		
Maple Grove Middle	1,759	1,785
Maple Grove Senior	2,244	2,149
City of Osseo		
Osseo Middle	1,155	1,080
Osseo Senior	2,482	2,018

Additional capacity information: core support areas

An additional capacity lens studied by ECMAC was the capacity of core support areas in each school. Core support areas are areas outside of classrooms that serve all students, such as media centers and cafeterias. If core support areas are undersized, a building that has sufficient classroom capacity may still have capacity concerns. Undersized core support areas are often the result of

classroom additions that are not accompanied by additions to core support spaces. Each building’s actual media center and cafeteria square footage was compared with guidelines from the Minnesota Department of Education (MDE).

A summary of the core support area capacity analysis is depicted in the table below.

School	FY 2024 enrollment over /(under) MDE student capacity guidelines			
	Media Center		Cafeteria	
Elementary Schools				
City of Brooklyn Center				
Garden City	(369)	-52.46%	(177)	-34.67%
City of Brooklyn Park				
Birch Grove	(691)	-62.09%	(82)	-16.23%
Crest View	(655)	-72.46%	(251)	-50.22%
Edinbrook	(1,125)	-60.52%	(197)	-21.14%
Fair Oaks	(795)	-67.66%	(131)	-25.67%
Palmer Lake	(769)	-62.86%	(50)	-9.88%
Park Brook	(391)	-56.31%	(208)	-40.73%
Woodland	(982)	-58.83%	(232)	-25.24%
Zanewood	(540)	-59.45%	(343)	-48.22%
City of Maple Grove				
Basswood	(609)	-36.47%	141	15.34%
Cedar Island	(843)	-65.19%	(54)	-10.67%
Elm Creek	(929)	-60.61%	(322)	-34.74%
Fernbrook	(715)	-38.64%	206	22.09%
Oak View	(1,268)	-68.46%	(347)	-37.25%
Rice Lake	(690)	-46.78%	(141)	-15.18%
Rush Creek	(924)	-55.35%	(174)	-18.93%
Weaver Lake	(1,036)	-62.06%	(286)	-31.12%
Secondary Schools				
City of Brooklyn Park				
Brooklyn Middle	(83)	-6.80%	(159)	-12.20%
North View Middle	(1,117)	-66.01%	(581)	-50.27%
Park Center Senior	650	41.37%	48	2.19%
City of Maple Grove				
Maple Grove Middle	(250)	-12.78%	32	1.88%
Maple Grove Senior	(57)	-2.26%	1,471	146.26%
City of Osseo				
Osseo Middle	(560)	-33.58%	(66)	-5.63%
Osseo Senior	(330)	-12.56%	806	54.17%

Section 4: Beyond the Data

Overview

This new section of the report emerged as a result of the perception of broken trust among some ECMAC members. Because the purpose of ECMAC is to *increase community trust in Osseo Area Schools through engagement in long-range planning for enrollment and building use*, broken trust was a serious concern that required intentional work to repair relationships.

Our hope is that this summary of the committee's journey through broken trust will provide qualitative, guiding principle-influenced data (identified in the ECMAC framework) that supplements the quantitative data found on previous pages in this report.

Two key contributing factors to a breakdown in trust

1) *District-level communication*

For the past several years, district communication efforts have been aimed at raising awareness, intending that staff, families and community members would be aware that a citizen-based committee was examining enrollment and capacity issues.

This year, staff also used district communication channels to let employees, families and community members know that specific ideas were being considered by the committee. While there was not yet a formal proposal, the ideas under consideration created anxiety among some families and staff. Following district-level communication that specific ideas were being considered by the committee, familiar patterns of negative feedback of mistrust began to emerge.

Committee members also voiced that they found district-level communication about ECMAC to be insufficient and ineffective.

2) *District decision to pause on short-term work*

After the emergence of a second potential solution, district administration determined that it would not be possible to meet construction deadlines tied to the first solution if the group were to vet and seek community feedback on the second potential solution, also. Therefore, district administration decided to re-orient the committee's work from a two-phase approach to a single long-term comprehensive solution.

ECMAC members registered concerns about this decision which, in their minds, contributed to a breakdown in trust between the district and the committee.

While conversation in any school district about potential boundary changes typically leads to anxiety and mistrust, the emergence of these patterns within ECMAC was disheartening because it indicated that the committee's purpose of increasing community trust through engagement in long-range planning for enrollment and building use was not being fully realized.

The following pages provide a detailed timeline of the journey through broken trust.

ECMAC journey through broken trust

ECMAC members engaged in several thoughtful and sometimes difficult conversations in order to surface observations about the emergence of mistrust along with ideas for how to change these familiar patterns.

ECMAC members analyzed the more qualitative aspects of those events, resulting in these overall categories of observations (details on page 31) that require additional attention:

- Beyond the Data
- Stakeholder Communication and Engagement
- Equity Evaluation
- Equity in communication plan
- Evolving role of ECMAC
- Committed members invested time with no results
- The Pause

The outline below describes the ECMAC-related events that occurred during FY 2019. The inclusion of this detailed outline and summary is two-fold:

1. It provides historical documentation of the events.
2. It provides context for how the perceptions of broken trust emerged and how this Beyond the Data section of the ECMAC Summary of Progress report emerged.

FY 2019 ECMAC-related events

May 2018: Superintendent directs staff to develop options

In May 2018, as a result of the FY 2018 ECMAC observations and recommendations, the superintendent directed staff to develop options to:

- Resolve over-capacity conditions at Basswood, Rice Lake, and Garden City elementary schools; at Brooklyn Middle School; and at Maple Grove, Osseo, and Park Center senior high schools; and
- Prepare for anticipated enrollment growth in the attendance area served by Fernbrook Elementary School.

Summer 2018: District staff and vendor partners study potential solutions

District staff, along with Wold Architects and Engineers, ICS Consulting, and K12 Transportation studied the cost, timeline, and impact of potential solutions. Toward the end of

the summer of 2018, two barriers to a combined solution for both elementary and secondary capacity issues began to emerge:

1. Potential cost: It became clear that the combined solution set for both elementary and secondary needs would require a level of funding that would only be available through a voter-approved bond issue.
2. Timing: Enrollment growth in NW Maple Grove that will be sufficient to warrant the construction of a new building is at least three years into the future. The over-capacity conditions, especially at some elementary schools, have been in place for several years.

September 11, 2018: District staff recommends a two-phase approach to school board

In order to begin to move forward with capacity solutions for both longstanding and emerging over-capacity concerns, at the September school board work session district staff and vendor partners recommended a two-phase solution. [Exhibit 3A – 5-Year Timeline] [Exhibit 3B – Hierarchy of Needs]

- The short-term phase would have addressed over-capacity conditions at three elementary schools: Basswood, Garden City and Rice Lake. This phase could have been funded with bonds, pending school board approval by September 30, 2018. Funding through this particular mechanism is limited to classroom additions. Using available data regarding the number of classrooms needed to resolve elementary over-capacity conditions, the estimated budget was set at \$15 million.
- The long-term phase would have addressed over-capacity conditions at all three secondary schools and would have continued to consider the need for an additional elementary school capacity. More details about these needs would later surface through the ongoing ECMAC data analysis process.

September 18, 2018: School board preliminarily approves funding for the short-term phase

At its September regular meeting, the school board approved a preliminary levy that included \$15 million of funding for classroom additions at elementary schools, enabling staff to finalize a short-term solution to elementary overcapacity conditions. The purpose of this action was to maintain construction as a potential option to provide timely (by fall of 2020) capacity relief at specified elementary schools. [Exhibit 3C - Debt Service Schedule]

October 29, 2018: Staff reports to ECMAC regarding short-term solution

At ECMAC's first regular meeting of the school year, staff reported back to the advisory committee that one idea had surfaced as the most viable option for reducing capacity pressures at the identified elementary schools. [Exhibit 3D – Short-Term solution for Elementary Over-Capacity] Specifically, committee members learned about a potential option that would:

- Add space to two schools (Oak View, which could absorb students from other attendance areas, and Garden City, which has a growing number of students from within its own attendance area)
- Move students from two schools (Basswood and Rice Lake) and
- Adjust elementary attendance areas, as needed.

This potential option reflected two of the available actions identified by the Enrollment and Capacity Management Task Force in 2016: “construct an addition/expand a school” and “adjust attendance area(s).”

October 29, 2018: ECMAC Attendance Area Team (AAT) is created

At the October ECMAC meeting, volunteers were solicited for the AAT. The purpose of the AAT was to increase community trust in the process used to identify boundary (attendance area) adjustments that ECMAC would recommend for implementation in the fall of 2020.

November 13, 2018: Staff reports to School Board regarding AAT and option development

At the November regular school board meeting, staff shared details regarding the proposed short-term solution with the school board, reported on the creation of the AAT, and took direction and feedback from the school board regarding the guiding principles and additional considerations that would guide the work of the AAT. [Exhibit 3E – Attendance Area Considerations]

November 18, 2018: First meeting of the ECMAC AAT

Five meetings of the AAT were scheduled: November 18, 2018; December 13, 2018; January 24, 2019; February 7, 2019; and February 28, 2019.

At the first meeting, staff and vendor partners reviewed the tools and the Guiding Principles and Additional Considerations that would support and guide the work of the AAT. Members of the AAT requested historical information about boundary changes. At the end of the meeting, in response to the question, “What happened in this room tonight?”, AAT members responded as follows:

- ✓ Grounded ourselves in prior work and data.
- ✓ Got an overview of the tools we will be using (Guide K12).
- ✓ Learned more detailed information and what is taken into consideration as it relates to enrollment areas.
- ✓ Asked for more history.
- ✓ Learned more about individual members of the ECMAC Attendance Area Team.
- ✓ Engaged in an intentional discussion with specific ideas about how the ECMAC Attendance Area Team can maintain community trust.
- ✓ Dove deep into Guiding Principles and Additional Considerations and what success may look like in the fall of 2020.
- ✓ Learned about the four schools being affected (Rice Lake, Garden City, Oak View, Basswood).
- ✓ Became grounded in the architectural analysis of capacity.

December 6, 2018: AAT history meeting added to the schedule

At the request of the AAT, all members of ECMAC were invited to a meeting held on December 6, 2018, to learn about the history of the existing elementary school attendance area map.

At the end of the meeting, in response to the question, “What happened in this room tonight?”, advisory committee members responded as follows:

- ✓ Shared historical information about boundary changes and decisions.
- ✓ Talked about how the narrative should be focused on children and their future.

- ✓ Framework & guiding principles are how we move this forward and make it different from these stories of the past.
- ✓ There are many different perspectives surrounding boundary changes – we need to keep our focus on what is best for students.
- ✓ We learned about elementary boundary & census changes for the past 10 years.
- ✓ Boundary changes happen for many different reasons: capacity, budget cuts, grade span.
- ✓ Boundary changes are a normal thing.

December 13, 2018: Second ECMAC AAT meeting

At the second AAT team meeting on December 13, 2018, members began to draft attendance area recommendations. At the end of the meeting, in response to the question, “What happened in this room tonight?”, AAT members responded as follows:

- ✓ We learned how complicated this will be.
- ✓ We don’t want to undervalue the work done tonight. It gave us a first experience; next time we will be much faster and better.
- ✓ Large census area does not equal lots of students.
- ✓ Students are more condensed geographically than we thought.
- ✓ This made the work more real. It added questions that we didn’t have before.
- ✓ Objectives are clear, but they can be in conflict.
- ✓ Multiple approaches to how to meet objectives. With every voice, there is a different perspective.
- ✓ Understand how islands were created. Islands were not “created”, they “came about”; perhaps not intentionally created.
- ✓ Things about the current state that makes this work more difficult. Our starting line is not a blank slate.
- ✓ Perfection is not the goal.

December 17, 2018: Some community members observe ECMAC meeting at Rice Lake Elementary

The outcomes of the December 17, 2018, meeting were that ECMAC members would:

- ✓ learn about Rice Lake Elementary School;
- ✓ learn about FY 2019 enrollment results and FY 2020 enrollment projections;
- ✓ learn about FY 2019 updated capacity calculations; and
- ✓ consider the impact of new information on option development.

Some community members had inquired whether they could observe the December 17 ECMAC meeting. This request was denied with the following explanation:

Thank you for your inquiry and interest in the Enrollment and Capacity Management Advisory Committee (ECMAC). Every year, members of this committee are selected through an open application process that attempts to develop a group that reflects the communities and racial diversity of families served in Osseo Area Schools. ECMAC provides recommendations to the District Superintendent who is ultimately responsible for reporting to the Board of Education.

While ECMAC is designed to include substantial input from community members and the group is largely comprised of such community members, the meetings themselves are not conducted in an open-hearing format. However, all meeting materials are posted on the district website. In addition, all school board work sessions that have ECMAC items on the agenda have been videotaped and can be found on the district website.

ECMAC is in the middle of its process to design options to alleviate over-capacity conditions at Basswood, Rice Lake and Garden City. While a final plan for public feedback has not yet been developed, multiple avenues for feedback on recommendations will be made available.

I hope you will continue to follow the work of ECMAC by watching school board work sessions and by reviewing the district website. If you have any questions, feel free to connect with me at any time.

Observers attended the meeting, anyway. They were asked to leave due to the negative effect that their presence could have on ECMAC members' participation in discussion, but the visitors refused to leave. Here is some of the feedback received from ECMAC members following that meeting:

- ✓ I hope observers recognized the depth of our work and leave with positive intent.
- ✓ We should possibly have a strategy regarding observers. Or, at minimum guidance. It was uncomfortable as they passed around laptops and cell phones – very distracting and I also wonder what they were reading?
- ✓ If people show up at a closed meeting should they be allowed to stay – would this not be trespassing in a locked building?
- ✓ We need to keep outsiders out, particularly for the Attendance Area Teams – having people audit who haven't been socialized [into the work] could disrupt problem solving early in the process.

As a result of this feedback, staff formulated a plan that was communicated to all ECMAC members via email.

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. While it is frustrating to our work, these types of disruptions are unfortunately typical. Over time, our hope is that as we complete a change process within the ECMAC framework, community members will understand the processes and come to trust them.

December 2018: Need for additional communication emerges

To help meet the needs of community members who were seeking more detailed information, the email below was sent to some ECMAC members on December 19, 2018:

Dear ECMAC parents of Basswood and Fernbrook elementary students,

The purpose of this email is to request your help in hosting an informational meeting for

parents at Basswood and Fernbrook elementary schools sometime in late January.

Background

There is a growing interest in the current option development work of ECMAC. The district has an interest in holding a meeting at these two schools that would be hosted by the site principal and you, as ECMAC members and parents at that school. Jessica Lehman, one of our ECMAC members with students who attend Oak View, worked with the Oak View principal to host a similar meeting a few weeks ago. We understand that a meeting was also held at Rice Lake Elementary.

If you are willing to help, you will receive an invitation to attend a planning meeting with the principals and a few of the ECMAC staff members. Jessica Lehman, we would like you to attend this planning meeting as well (we will also invite Ann Mock, Oak View principal) to review materials and experiences from your recent presentation at Oak View. The planning meeting will be scheduled for prior to our January 7 ECMAC meeting at Maple Grove Senior High School. We will meet at 4:45 pm so that we can adjourn in time for you to eat dinner and join a tour of the school before the ECMAC meeting begins.

Here is my request:

- 1. Are you willing to co-host a meeting at your school?*
- 2. If yes, can you attend the planning meeting described above?*
- 3. If no, can you tell me why?*

This information was also shared with the Basswood and Fernbrook principals and with principals from impacted schools (Garden City and Weaver Lake) that did not have parents who are ECMAC members.

January 2019: Need to reassess discarded options emerges

Some ECMAC members voiced concern that only one solution had been recommended by staff. Some members were particularly concerned that staff had not considered relocating the elementary STEM magnet program from Weaver Lake to another site. The idea to relocate the STEM school and to make Weaver Lake a school with a regular attendance area had surfaced from some members of ECMAC during FY 2018 and continued into FY 2019. This option had not, however, emerged as an ECMAC consideration.

At the January 7, 2019, regular meeting, with the outcome “to provide feedback and recommendation regarding options,” ECMAC members reviewed all potential solutions that had been considered by staff members during the summer/fall of 2018.

As a result of this analysis, ECMAC advanced two ideas for further study:

- a. Add space to Oak View and Garden City; make appropriate boundary changes
- b. Relocate elementary STEM magnet program from Weaver Lake to Oak View; add space to Weaver Lake and Garden City; make appropriate boundary changes

The group dismissed two other potential solutions that were not deemed viable:

- c. Add space to Basswood, Rice Lake and Garden City; no boundary changes
- d. Move a certain number (not all) of Rice Lake and Basswood students to Oak View for kindergarten only; add space at Oak View and Garden City; consider boundary changes later

February 2019: District administration pauses

In February 2019, district administration determined that it was necessary to re-orient ECMAC’s work on elementary capacity solutions from the two-stage approach to a single, longer-term solution that would address capacity concerns at both elementary and secondary levels.

Staff determined that the change in orientation was needed due to multiple concerns, including the inability to meet a spring 2019 construction planning deadline that would itself be dependent on the results of a thoughtful and thorough process for vetting and seeking community feedback on the two potential solutions the committee had advanced for further study. The vetting and feedback process on both potential solutions would have required more time than was available to meet the construction timeline under either scenario.

Reorienting toward a longer-term solution means that elementary boundary changes and building additions cannot be implemented in fall 2020 as previously considered; instead, they will be wrapped into a more comprehensive proposal which, if approved by the school board, will be phased in over the next few years.

The change in orientation, including the pause in short-term planning, was shared at the January 24, 2019, AAT meeting, which all ECMAC members were invited to attend. The two remaining AAT meetings were canceled.

This information surfaced a variety of responses from ECMAC members. In response to the question, “*Based on what you have learned so far, will this work serve to increase community trust in the district’s long-range planning for enrollment and building use?*” ECMAC members offered the following:

- ✓ No. We need to talk to the community. Let them know what we are doing. Without that knowledge, it will create anxiety/rumors that are uncalled for.
- ✓ No. May need to get out to community and get feedback and build trust.
- ✓ Let the group work the problems out to realize more time is needed. It needs to feel organic.
- ✓ Yes/No. The process was tested, but people have to remain committed and see the process through.
- ✓ Maybe. The expectations for what this group needs to be changed. Is this an input and decision-making body, or a forum that vets staff decisions and gives input. Too many people think this is a decision-making group. So expectations need to be rebased. Also, we need to be more effective in meetings – send pre-reads or homework.
- ✓ Depends who owns the voices which are heard the loudest.
- ✓ Starting and stopping may have challenges with trust.
- ✓ Unsure, due to mixed reaction by members.
- ✓ Maybe. I’m curious to hear what people say about the change of direction.

- ✓ No. It is the standard those that have get priority, they get their concerns addressed and if this would have impacted the “Have nots” it would have moved forward no question. It’s disheartening that this practice continues to impact my life and we will continue to see the gap widen.
- ✓ No. I have ZERO trust in this process. We are not a district that examples the mission we want to instill in our students.
- ✓ Not really sure if I count. Some people do have a better option or seems to be prefer than others.
- ✓ Trust has now been broken with ECMAC so community trust will be more difficult.
- ✓ No. Running scared from those in the west side who have the means to cause problems.
- ✓ Maybe. How can we (ECMAC) be involved without just “vetting” pre-determined decisions.
 1. Define ECMAC’s role in this process
 2. There are ways to anonymously vote on your phone as to not be awkward.
- ✓ No. Because the community will have more to lose.

February 25, 2019: ECMAC continues its work

An ECMAC meeting was held on February 25, 2019, at Crest View Elementary with the intended outcomes that members would:

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.

At this meeting, ECMAC members engaged in a conversation about the reasons for the pause and the reactions to and implications of the pause.

One observation was that staff had not effectively communicated the “shared understanding of need” that had been developed by ECMAC members the previous year. This made it more difficult to make a compelling argument for the short-term solution to add space at some schools and adjust boundaries, which resulted in various perspectives that can be framed as follows:

- ✓ **ECMAC Members** - *“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?”*

In addition, feedback received about the pause was framed like this:

- ✓ The types of feedback are **familiar**
 - ▶ *Legal threats*
 - ▶ *Challenging the data*
- ✓ The district’s response to feedback seemed **predictable**
 - ▶ *Whose voice really matters?*
 - ▶ *Privilege wins*

ECMAC members engaged in a conversation in response to these prompts:

- What words, thoughts, ideas catch your attention?

- Where have you experienced this before?
- How did the experience feel for you?
- What was a high point or a low point?
- What new insights have you gained?
- What has been meaningful about this process?
- What would you say about this experience to those who were not there?
- How will you apply what you have learned?

This conversation resulted in this feedback:

- ✓ 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

March 18, 2019: Insights emerge “beyond the data”

An ECMAC meeting was held on March 18, 2019, at Osseo Middle School with the intended outcomes that members would:

1. contribute to summary of progress report content; and
2. learn about secondary enrollment and capacity.

The consensus workshop method was used to capture the overall insights about ECMAC’s work in 2018-2019, which was the first year in the advisory committee’s existence that specific ideas were being considered as potential solutions to over-capacity conditions. The goal of the consensus workshop was to find a way to include qualitative member feedback in the FY 2019 Summary of Progress report, which typically focuses only on quantitative data.

The following categories emerged in response to the consensus workshop prompt, “*The additional observations about ECMAC’s experiences and work that should be included in our Summary of Progress report are...*”

Beyond the Data

- ✓ Tour of the schools
- ✓ Kids learning in hallways

- ✓ Opportunity cost associated with delay
- ✓ Felt rushed – short term plan, immediate needs (intent)
- ✓ (Impact) Timeline impact on K-12 strategy

Stakeholder Communication and Engagement

- ✓ Creative total community engagement
- ✓ Communication plan
- ✓ Importance of communication
- ✓ Include timeline to increase trust and transparency
- ✓ Plan that can pass levy
- ✓ Develop shared plan for communication and community engagement

Equity Evaluation

- ✓ Equity and privilege surfaced; need to go deeper
- ✓ Global perspectives vs. individual/small group perspectives!
- ✓ Equity at risk

Equity in communication plan

- ✓ Ensuring multiple venues, multiple languages, and multiple mediums

Evolving role of ECMAC

- ✓ Challenging role of ECMAC

Committed members invested time with no results

The Pause

- ✓ Conflicting Priorities
- ✓ Unexpected pause broke trust
- ✓ ECMAC did its job
- ✓ Acknowledge pause, describe details

Five Year Enrollment and Capacity Option Development Timeline (FY 2019 - FY 2023)

Items in red denote School Board actions that would maintain construction as a potential option to provide timely (by fall of 2020) capacity relief that would address gaps identified by the Enrollment & Capacity Management Advisory Committee.

Available Options identified by Enrollment and Capacity Management Framework (ECM Task Force, 2016)

1. Adjust attendance areas (change boundaries)
2. Build a new school
3. Construct an addition/expansion of a school
4. Close or repurpose a school
5. Do nothing

Note: Administrative actions such as modifying open enrollment status of a school or relocation of a program occur regularly.

FY 2019	September 2018	October 2018	November 2018	December 2018	January 2019	February 2019	March 2019	April 2019	May 2019	June 2019
School Board	September 11 Work Session ✓ Review timeline September 18 Regular Meeting ✓ Set preliminary FY 2020 Levy			December 18 Regular Meeting ✓ Set final FY 2020 Levy			March 5 or 12 Work Session ✓ Approve initial options			
ECMAC Mtgs		October 29		December 17	January 7	February 25	March 18	April 15 & 29		
Election Dates			General - November 6 (five renewal dates remain for op levy, tech levy)							
Other							Begin design development			

FY 2020	September 2019	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020	April 2020	May 2020	June 2020
School Board	September Regular Meeting ✓ Set preliminary FY 2021 Levy			December Regular Meeting ✓ Set final FY 2021 Levy	January Regular Meeting ✓ Construction bids					
ECMAC Mtgs	Meetings held throughout year									
Election Dates			General - November 5 (four renewal dates remain for op levy, tech levy)			Option: Bond - February 11		Option: Bond - April 14	Option: Bond - May 12	
Other										

FY 2021	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021
School Board	September Regular Meeting ✓ Set preliminary FY 2022 Levy			December Regular Meeting ✓ Set final FY 2022 Levy						
ECMAC Mtgs	Meetings held throughout year									
Election Dates			General - November 3 (three renewal dates remain for op levy, tech levy)							
Other	Schools open implementing initial options									

FY 2022	September 2021	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022
School Board	September Regular Meeting ✓ Set preliminary FY 2023 Levy			December Regular Meeting ✓ Set final FY 2023 Levy						
ECMAC Mtgs	Meetings held throughout year									
Election Dates			General - November 2 (two renewal dates remain for op levy, tech levy)							
Other										

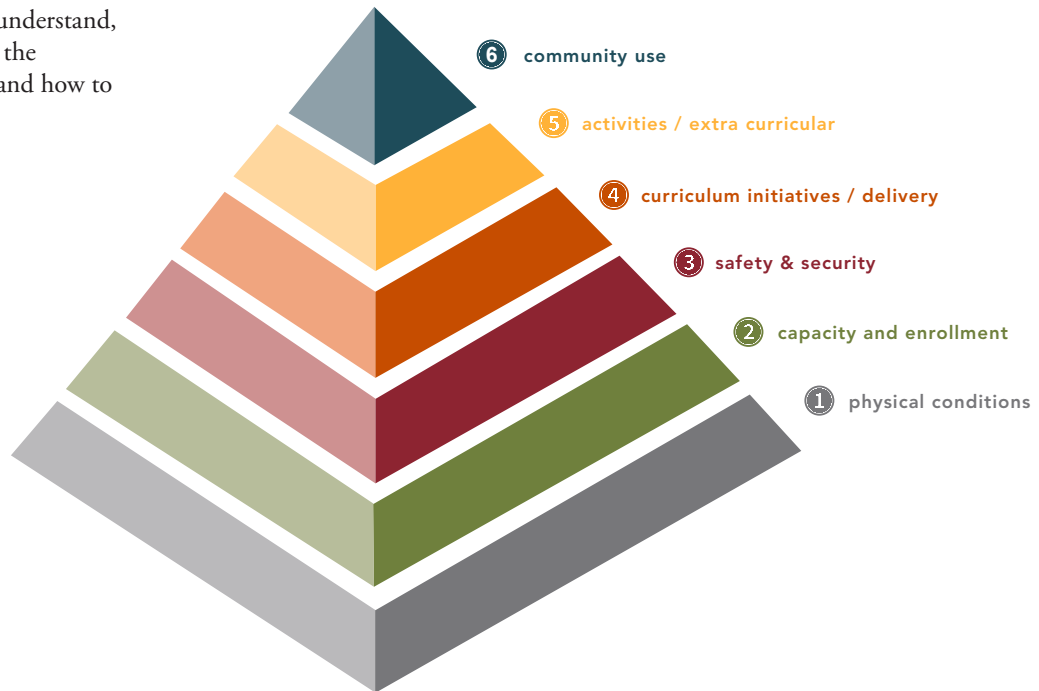
FY 2023	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023
School Board	September Regular Meeting ✓ Set preliminary FY 2024 Levy			December Regular Meeting ✓ Set final FY 2024 Levy						
ECMAC Mtgs	Meetings held throughout year									
Election Dates			General - November 8 (one renewal date remains for op levy, tech levy)							
Other	Schools open implementing all options									



HIERARCHY OF DISTRICT NEEDS

ISD 279 OSSEO AREA SCHOOLS

A planning approach to understand, categorize, and prioritize the District's facilities needs and how to best address them.



① physical conditions:

- Most basic level – need to take care of the District assets
- Long Term Facilities Maintenance, HVAC upgrades, etc.
- Does not change footprints, it is like-for-like projects
- Most objective – you can price it, quantify it, etc.
- Some safety & security or tech. infrastructure may apply here

② capacity and enrollment:

- Quantify number of teaching stations & utilization compared to anticipated enrollment
- Does not mean you are changing programming
- Impacts open enrollment
- Need to discuss before any ‘higher level’ issues related to programming, etc.
- Includes tangential core size issues: cafeteria size, lockers & locker rooms, parking, etc.

③ safety & security:

- Maintain a reasonable balance between control & a welcoming environment
- Entry control
- Site safety
- Area of refuge
- Multiple funding sources to achieve goals

④ curriculum initiatives /delivery:

- Alignment with educational mission of district
- Updating spaces to reflect modern needs: science, media center, labs, etc.
- Technology can be a huge driver
- New program offerings requiring new spaces
- Different delivery model methodology: extended learning environments, furniture, small group collaboration, etc.

⑤ activities / extra curricular:

- Extra-curricular needs serving the same E-12 population
- Interior spaces (gyms, auditoriums, pools, etc.)
- Exterior spaces (tracks, fields, turf, etc.)
- Will overlap with community use
- Determine if it is truly a student need or community need

⑥ community use:

- Hard to classify community use as a NEED instead of a WANT
- Overlap with student use as well
- Good to include community education spaces
- Natural tie into the educational mission of a district

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Osseo School District No. 279

August 31, 2018

Estimated Financing Schedules for Potential Lease Purchase/Certificates of Participation

Estimated Sources and Uses of Funds

Par Amount	\$15,085,000
Sources of Funds	
Par Amount of Lease	\$15,085,000
Other District Funds	0
Total Sources	\$15,085,000
Uses of Funds	
Municipal Advisor Fee	\$37,085
Bond Attorney	18,000
Other Fees #	28,000
Net Available for Project Costs	15,001,915
Total Uses	\$15,085,000

Other fees includes fees for rating agency, trustee, trustee counsel, paying agent, and county certificates.

Estimated Tax Impact Schedule

Type of Property	Estimated Market Value	Estimated Annual Taxes*
Residential Homestead	\$150,000	\$9
	200,000	14
	250,000	18
	300,000	22
	350,000	26
	400,000	30
	450,000	34
Commercial/Industrial +	500,000	37
	600,000	47
	\$200,000	\$24
	300,000	39
	500,000	69
Apartments	750,000	106
	1,000,000	144
	\$1,000,000	\$93
	2,000,000	187
	3,000,000	280
	5,000,000	467

Estimated Payment Schedule

Amount:	\$15,085,000		
Est. Closing Date	4/1/2019		
Interest Rate:	3.40%		
No. of Years	15		
Semi-Annual Payment	\$642,480		
Annual Payments	\$1,284,959		
Payment			
No.	Date	Principal	Interest
1	8/1/2019	471,516	\$170,963
2	2/1/2020	394,050	248,429
3	8/1/2020	400,749	241,730
4	2/1/2021	407,562	234,918
5	8/1/2021	414,490	227,989
6	2/1/2022	421,537	220,943
7	8/1/2022	428,703	213,777
8	2/1/2023	435,991	206,489
9	8/1/2023	443,403	199,077
10	2/1/2024	450,941	191,539
11	8/1/2024	458,607	183,873
12	2/1/2025	466,403	176,077
13	8/1/2025	474,332	168,148
14	2/1/2026	482,395	160,084
15	8/1/2026	490,596	151,883
16	2/1/2027	498,936	143,543
17	8/1/2027	507,418	135,061
18	2/1/2028	516,044	126,435
19	8/1/2028	524,817	117,663
20	2/1/2029	533,739	108,741
21	8/1/2029	542,812	99,667
22	2/1/2030	552,040	90,439
23	8/1/2030	561,425	81,055
24	2/1/2031	570,969	71,510
25	8/1/2031	580,676	61,804
26	2/1/2032	590,547	51,932
27	8/1/2032	600,586	41,893
28	2/1/2033	610,796	31,683
29	8/1/2033	621,180	21,300
30	2/1/2034	631,740	10,740
Totals		15,085,000	4,189,385
Estimated Annual Payments		\$1,284,959	
Est. Tax Rate, Payable in 2019		0.75%	

* The figures in the table are based on school district taxes for the potential new lease levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the state Property Tax Refund ("Circuit Breaker") program. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the proposed lease levy for many property owners.

+ For commercial-industrial property, the estimates above are for property in the City of Maple Grove. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different, due to the varying impact of the Twin Cities Fiscal Disparities program.

Osseo Area Schools

Options to reduce over-capacity conditions at Basswood, Rice Lake and Garden City Elementary Schools

Construct an addition/expansion of a school: add space at Oak View and Garden City Elementary Schools

- ✓ Project estimate is within \$15 million lease levy authority included in preliminary levy
- ✓ Capacity of core areas at Oak View and Garden City can accommodate additional students (see page 23 of ECMAC Summary of Progress Report; May 2018)
- ✓ Oak View has not received latest addition completed at schools with similar floorplan (Basswood, Rush Creek, Fernbrook)
- ✓ Maintains similar operational cost for administrative and support staffing
- ✓ Oak View and Garden City can accommodate space for additional parking
- ✓ Project can be completed by fall of 2020

Attendance area adjustment: move students from Basswood and Rice Lake Elementary Schools and adjust attendance areas accordingly

- ✓ Attendance area team begins meeting on November 19

Osseo Area Schools

ECMAC Guiding Principles and Additional Considerations related to attendance area adjustments

November 2018

School attendance areas are designed to effectively utilize district facilities to serve the students of Osseo Area Schools. Capacity calculations established through the work of the Enrollment and Capacity Management Advisory Committee (ECMAC) will determine the amount of space available at each school.

The ECMAC Framework Guiding Principles, as much as possible, will guide the attendance area recommendation process.

ECMAC Framework Guiding Principles

Observations and recommendations will:

- Be concise and informed by data
- Align with district racial equity work
- Be sustainable
- Identify and examine the implications for all students
- Identify potential costs and consider funding strategies
- Be made with as much advance notice as possible when change is recommended

Additional considerations (outlined below) will serve as an additional compass for attendance area recommendations. It may not be possible to achieve each of these considerations and at times they may be in conflict with each other.

When possible, attendance area recommendations should:

1. limit the number of transitions for individual students and neighborhoods
2. be largely contiguous
3. maintain efficient bus routes
4. assign neighborhoods to the same attendance area

The process and outcome must adhere to all School Board Policies and State and Federal laws.

Section 5: The Advisory Committee

ECMAC Purpose

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

About ECMAC

ECMAC includes 29 community members who represent diverse perspectives of the families and community members served by Osseo Area Schools, nine administrative staff members, two teachers, two school board members, and two district professional partners. New committee members were chosen in the spring of 2018 through an application process and will serve either two- or three-year terms.

Their work was guided by the 2018-19 strategic plan priority work: “The Enrollment and Capacity Management Framework has been implemented to increase community trust in long-range planning for enrollment and building use.”

ECMAC Framework

ECMAC was charged to analyze information affecting enrollment, capacity, and building use, and generate observations and recommendations to be communicated to district administration.

This framework (full page view at the final page of this report) depicts the process within which ECMAC does its work. The work of ECMAC is depicted in dark blue boxes along the right side of the framework. ECMAC receives data from ongoing work of district staff (depicted by the process cycle in the center of the framework). This work is guided by the district’s mission, which keeps students at the center of the framework.

➤ ECMAC Framework: Guiding Principles

All observations and recommendations produced by ECMAC are considered through the Guiding Principles listed below (also depicted in the box along the right side of the framework).

Observations and recommendations will:

- ✓ Be concise and informed by data
- ✓ Align with district racial equity work
- ✓ Be sustainable
- ✓ Identify and examine the implications for all students
- ✓ Identify potential costs and consider funding strategies
- ✓ Be made with as much advance notice as possible when change is recommended

2018-19 Enrollment and Capacity Management Advisory Committee Members



Community Members

Thomas Adams
 Tonya Allen
 Linette Allison
 Isolise Barnes
 Susan Carter
 Johanna Casas-Forero
 Victoria Chambers
 Daniel Cheng
 David Dostal
 Sujata Dutta
 Bernadette Foh
 Raul Garcia III
 Henri Gauthier
 Aslam Hayat

School Board Members

Tanya Simons
 Heather Douglass

Darius Jackson
 Nick Kaster
 Kelly Kudla
 Jessica Lehman
 Jennifer McConnell
 Chris Nagel
 Kehinde Oyederu
 Fatuma Peterson
 Damon Ray
 Chris Somero
 Chris Taynton
 Anna Vasquez-Banerjee
 Sloan Wallgren
 Jenny Yang

District Professional Partners

Patricia Magnuson
 Lynae Schoen

School District Staff

Carrie Cabe, Assistant Director of
 Community Engagement
 Dale Carlstrom, Director of Facilities &
 Transportation Operations
 Gerald Edwards, Coordinator of
 Information Systems
 BJ Irmiter, Coordinator of K-12
 Operations
 Ron Meyer, Executive Director of
 Finance & Operations
 Robin Moe, Teacher
 Barb Olson, Director of
 School/Community Relations
 Jim Greeley, Coordinator of Enrollment
 Services
 Kelly Wilson, EMO President
 Troy Schreifels, Director of Facilities
 and Transportation
 Nick Martini, Coordinator of
 Transportation

Community members who would like to offer feedback or suggestions regarding the committee's work may send an email to meyerr@district279.org. Following each meeting, ECMAC work is posted on the district website and reports are given at regular School Board meetings.

Below is a copy of the application that will be made available on the district website www.district279.org after May 10. Community members who would like to be considered for ECMAC membership beginning in the fall of 2019 may complete this application and submit it by the June 14th deadline.

OSSEO AREA SCHOOLS



Enrollment and Capacity Management Advisory Committee Application (page 1 of 3)

The purpose of the Enrollment and Capacity Management Advisory Committee (ECMAC) is to increase community trust in long-range planning for enrollment and building use. The advisory committee will analyze information affecting enrollment, capacity, and building use, and generate observations and recommendations to be communicated to district administration. The advisory committee will conduct its work within the planning and communication framework created by the Enrollment and Capacity Management Task Force in February 2016.

The information requested below is collected in order to assist with the selection of members for the Enrollment and Capacity Management Advisory Committee. The information will be used to help ensure that Advisory Committee members reflect diverse perspectives among the families and community members served by the school district. You are not required to provide the information; however, failure to do so may result in the selection team's inability to fully consider your potential contributions to the Advisory Committee. If you are selected as a member of the Advisory Committee, your name and your employment information (if applicable) will become public data, in accordance with Minn. Statute § 13.43.

By submitting this completed application:

- You give your permission to ISD 279 Osseo Area Schools to use information about you in the way described above;
- You acknowledge that you have read and understand the ECMAC Charge (page 3 of application); and
- You further acknowledge that if you are selected for the Advisory Committee, you will commit to attend at least five of the eight meetings held during the 2019-20 school year.

Tentative Schedule for 2019-20 ECMAC Membership	
Application deadline	Must be received by 4:30 p.m., Friday, June 14, 2019
Notification to applicants	Wednesday, June 26, 2019
Required training for new members	Monday, September 16, 2019
Full committee meeting dates	<ol style="list-style-type: none">1. September 23, 20192. October 7, 20193. October 21, 20194. November 11, 20195. December 9, 20196. January 27, 20207. March 23, 20208. April 13, 2020

The meeting schedule is subject to change as ECMAC deems necessary to complete its work or for other needs, such as district presentations.

Enrollment and Capacity Management Advisory Committee Application (page 2 of 3)

Name: _____

Address: _____

City: _____ State: MN Zip: _____

Telephone: Home _____ Work _____ Cell _____

Email _____

If you are not a district resident but you work in the community, please provide the following:

Employer: _____

City: _____

Position/Title: _____

Do you have children age 18 or younger? If yes, complete below (need not attend Osseo Area Schools; please indicate clearly where your child is attending school at this time):

Age School attending:

Age School attending:

Age School attending:

Age School attending:

Please describe why you are interested in this work and how you will contribute to the purpose of the Advisory Committee.

Check one (optional):

- Male
- Female

Check as many as apply (optional):

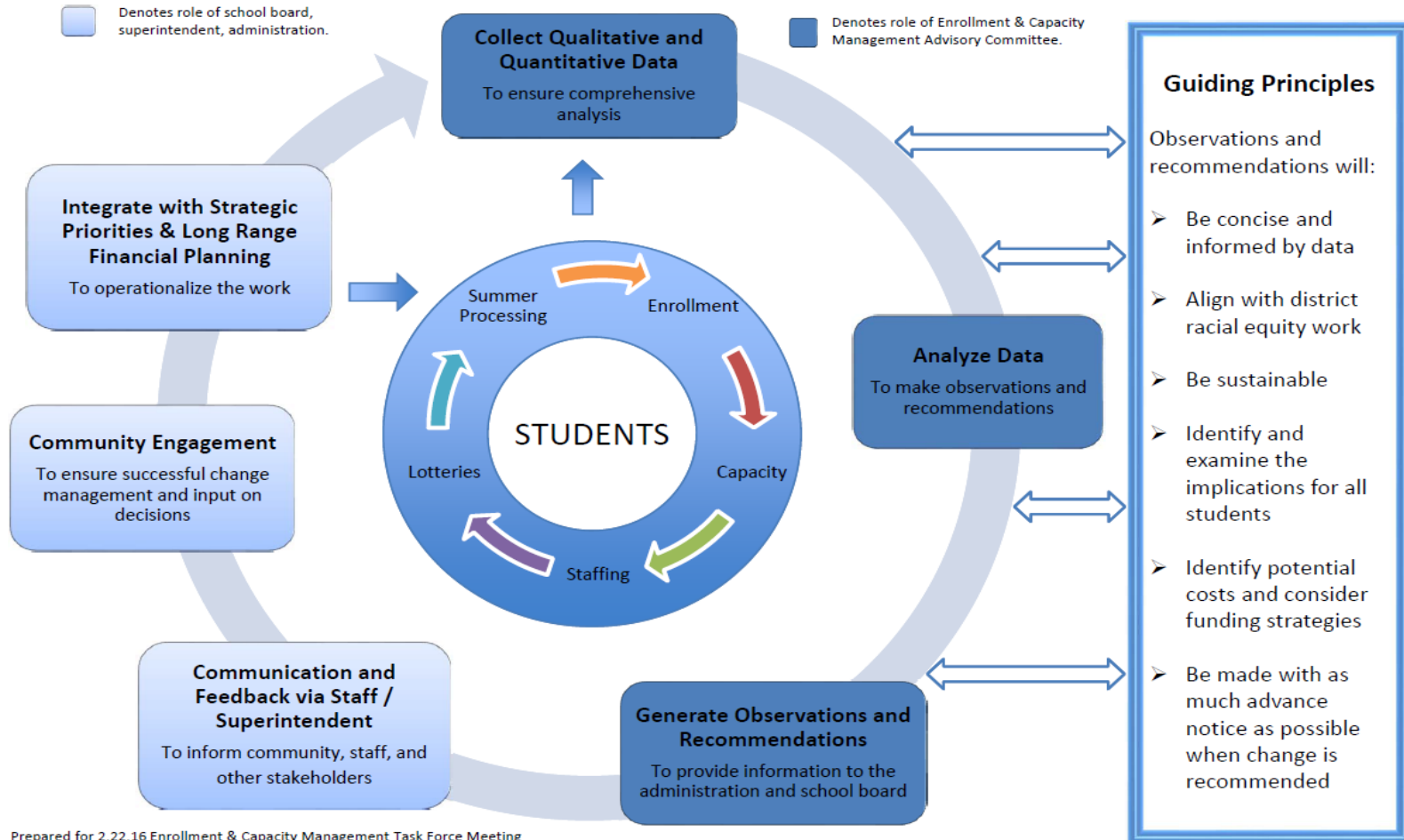
- African or African American
- American Indian/Alaskan Native
- Asian and Pacific Islander
- Latinx
- White
- More than one of the above

Enrollment and Capacity Management Advisory Committee Application (page 3 of 3)
Charge Statement

Sponsoring Group	ISD 279 – Osseo Area Schools Administration
Background and Purpose	<p>The <i>Enrollment and Capacity Management Advisory Committee</i> is a critical element of the planning and communication framework created by the Enrollment and Capacity Management Task Force in February 2016.</p> <p>The purpose of the Enrollment and Capacity Management Advisory Committee (ECMAC) is to 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.</p>
Guiding Principles	<p>Observations and recommendations will:</p> <ul style="list-style-type: none"> ➤ Be concise and informed by data ➤ Align with district racial equity work ➤ Be sustainable ➤ Identify and examine the implications for all students ➤ Identify potential costs and consider funding strategies ➤ Be made with as much advance notice as possible when change is recommended
ECMAC Composition and Qualifications	<p>ECMAC consists of community members and employees of the district. To ensure that the Advisory Committee reflects diverse perspectives of the families and community members served by the school district, community members are selected by an application process. Employee members of ECMAC are identified by district administration.</p> <p>ECMAC members are expected to: be respected by and model a high degree of credibility with their peers; be willing to listen to the ideas of others; express their points of view while working toward consensus; and contribute to the development of potential observations and recommendations to be presented to district administration.</p>
Commitment of ECMAC Members	<ul style="list-style-type: none"> • Two or three-year term of service (term rotation to be determined when ECMAC members are selected). • Approximately seven 2½ -hour evening meetings annually; additional training meeting in first year of membership. • Additional time for meeting preparation and electronic communication, outside of meetings. • Members must have e-mail access. <p>Meetings will take place from 6:30-9:00 p.m. on Monday evenings. Preliminary dates for the 2019-20 school year:</p> <ol style="list-style-type: none"> 9. September 16, 2019 – orientation and training for new members 10. September 23, 2019 – first full membership meeting 11. October 7, 2019 12. October 21, 2019 13. November 11, 2019 14. December 9, 2019 15. January 27, 2020 16. March 23, 2020 17. April 13, 2020 <p>Meetings will be held at the Educational Service Center, 11200 93rd Ave. No., Maple Grove, or at various district schools throughout the year.</p>
Resources Provided	District staff and outside resources will provide information and administrative support for meetings.
Timeline	ECMAC continues on an annual basis, in accordance with district need.

ENROLLMENT & CAPACITY MANAGEMENT FRAMEWORK

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



Prepared for 2.22.16 Enrollment & Capacity Management Task Force Meeting