# Elementary School Boundary Adjustment

## The Guiding Change Process

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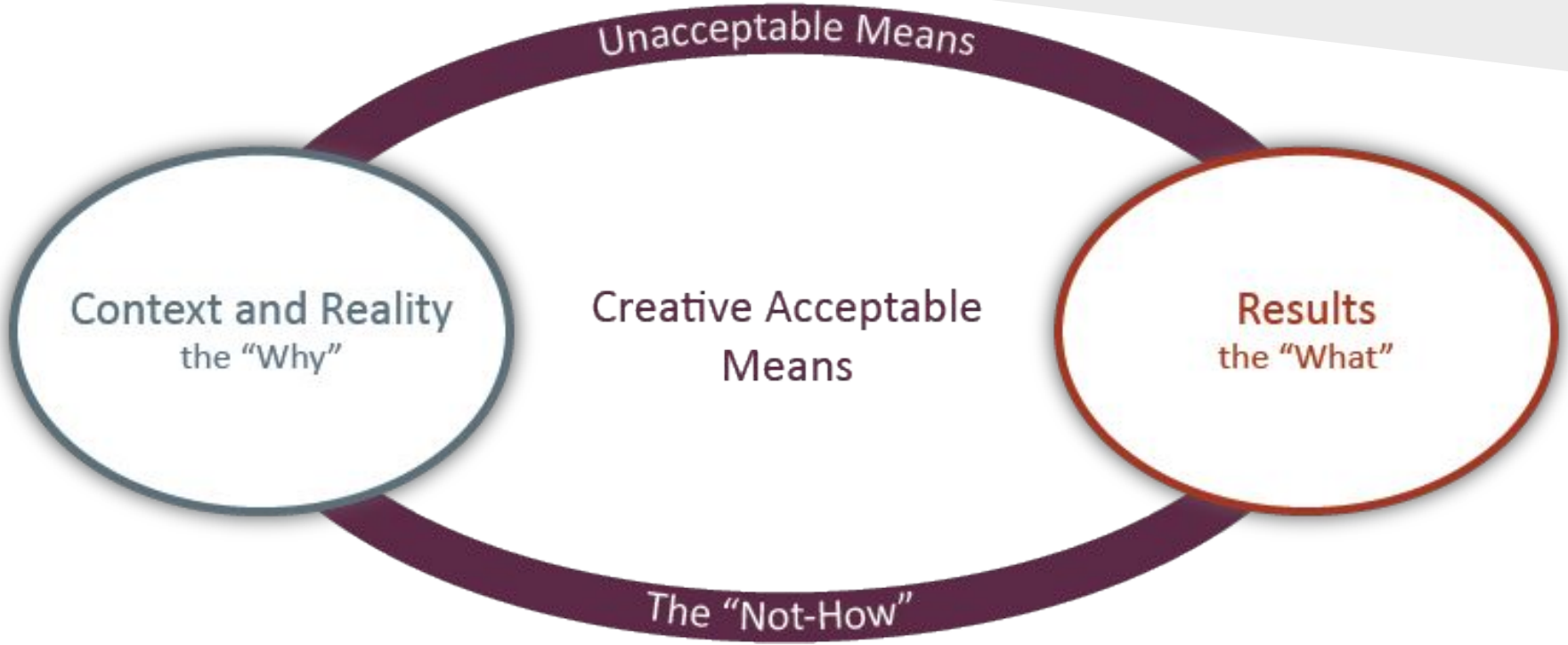


# The Guiding Change: The Why

## *Our Current Reality*

- **Preserve Community-based Elementary Schools**
- **Balance Student Supports and Resources**
- **Maximize Efficiencies and Balance**
- **Maximize Efficiencies and Balance**

# The Guiding Change: “We will not”

*Our Unacceptable Means of achieving the Results*

- **Create Imbalances between buildings**
- **Seek short-term fix**
- **Ongoing instability for families and students**
- **Special interest drivers**
- **Opaqueness**

# The Guiding Change: The What

## *Our Desired Results from Any Option*

- **Sustain and strengthen the community-based elementary school model in current communities** (Forest Lake, Columbus, Lino Lakes, Linwood, Scandia, Wyoming)
- **Balanced resource availability for students, families, and staff**
- **Do this work within current budgetary resources**
- **Transparent process**

# Context

***District-Wide Overall Demographics***

- In 2024, the overall population residing in the district was 50,693
- Since 2010, the total population of 0–4 year olds declined 5.6% from 2,866 to 2,706
- Since 2010, the total population of 5–14 year olds declined 5.4% from 6,777 to 6,412
- Between 2010 and 2024, resident births declined 18.4% from 509 to 415

- Between 2024 & 2029, the overall total population is projected to grow 3.8% to 52,058
- By 2029 0-4 year olds are projected to grow 2.0% to 2,761
- By 2029 5-14 year olds are projected to grow 4.1% to 6,146

# Context

***District-Wide Housing Trends***

- Single-family residences currently comprise 88.2% of all housing types
- The overall average market value for single-family residences is $423,206
- Approximately 10% of all single-family residences have been built since 2010
- Since 2020, over 3,000 homes have been sold in the district with an average sales price of $411,889
- 92.5% of resident students live in single-family residences

# Context

***Forest Lake Area Schools Student (K-12) Socioeconomic Trends***

- The overall racial/ethnic makeup:
  - Asian 7.6%
  - Black 3.3%
  - Hispanic 5.8%
  - Native American 0.5%
  - White 77.1%
  - Multi-Racial 5.8%
- 27.1% of students qualified for Educational Benefits (free/reduced lunch)
- 16.8% of students were special education students
- 4.9% of students were English Language Learners
- The median income of all student families was $103,924

# Context

***Historical & Current Student Enrollment Trends***

- Since 2010-2011, overall K-12 student enrollment declined 16.0% from 6,669 to 5,600
    - Elementary school (K-6) enrollment declined 21.1% from 3,464 to 2,732
    - Middle school (7-8) enrollment declined 12.9% from 1,066 to 929
    - High school (9-12) enrollment declined 9.4% from 2,139 to 1,939
- Since 2010-2011, the overall average K-12 survival cohort was 99.8%
    - Elementary (K-6): 99.7%
    - Middle (7-8): 104.3%
    - High (9-12): 99.8%
- Overall K-6 Facility Utilization is 78.8%

# Context

***Historical & Current Market Share Trends***

- Overall Resident K-12 district market share was 61.4%
  - Elementary (K-6): 58.9%
  - Middle (7-8): 63.2%
  - High (9-12): 64.1%
- Since school-year 2022-2023 overall average survival cohort was 101.9% (K-12)
  - Elementary (K-6): 100.7%
  - Middle (7-8): 104.3%
  - High (9-12): 102.6%
- 11.3% (635 total students) of K-12 students enrolled at Forest Lake Area Schools are non-resident students

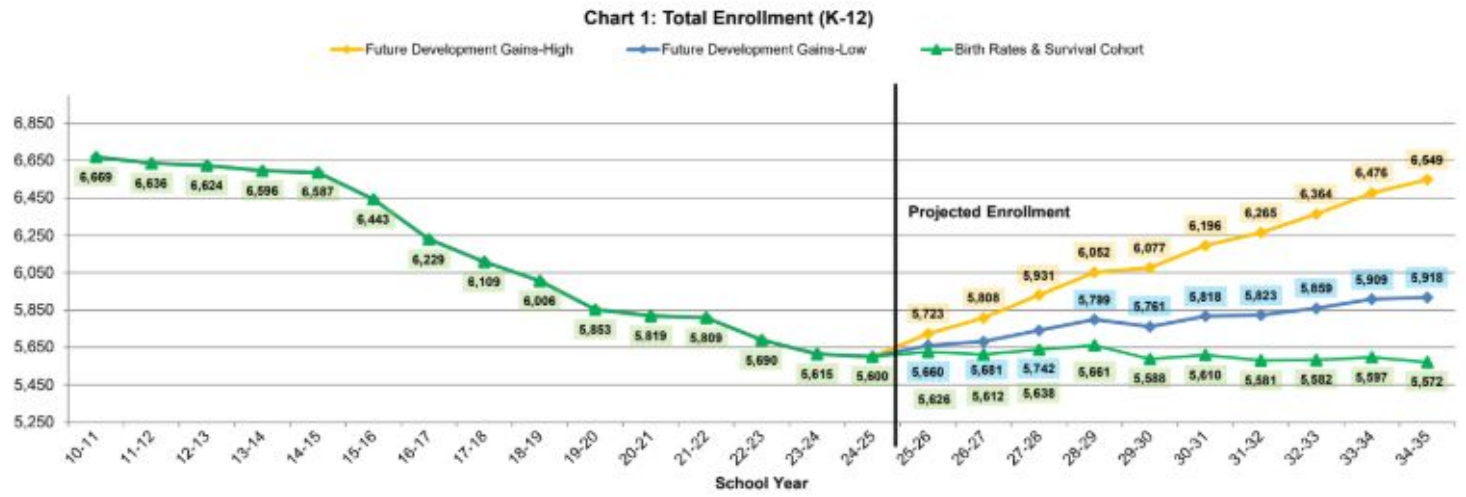
# Context

***10-Year Projected Student Enrollment Trends***

- Birth Rates & Survival Cohort – decline 0.5% to 5,572
- Future Development Gains-Low – grow 5.7% to 5,918
- Future Development Gains-High – grow 16.9% to 6,549

# District Enrollment Over Time

Forest Lake Area Schools – Demographic, Housing, & Enrollment Analysis

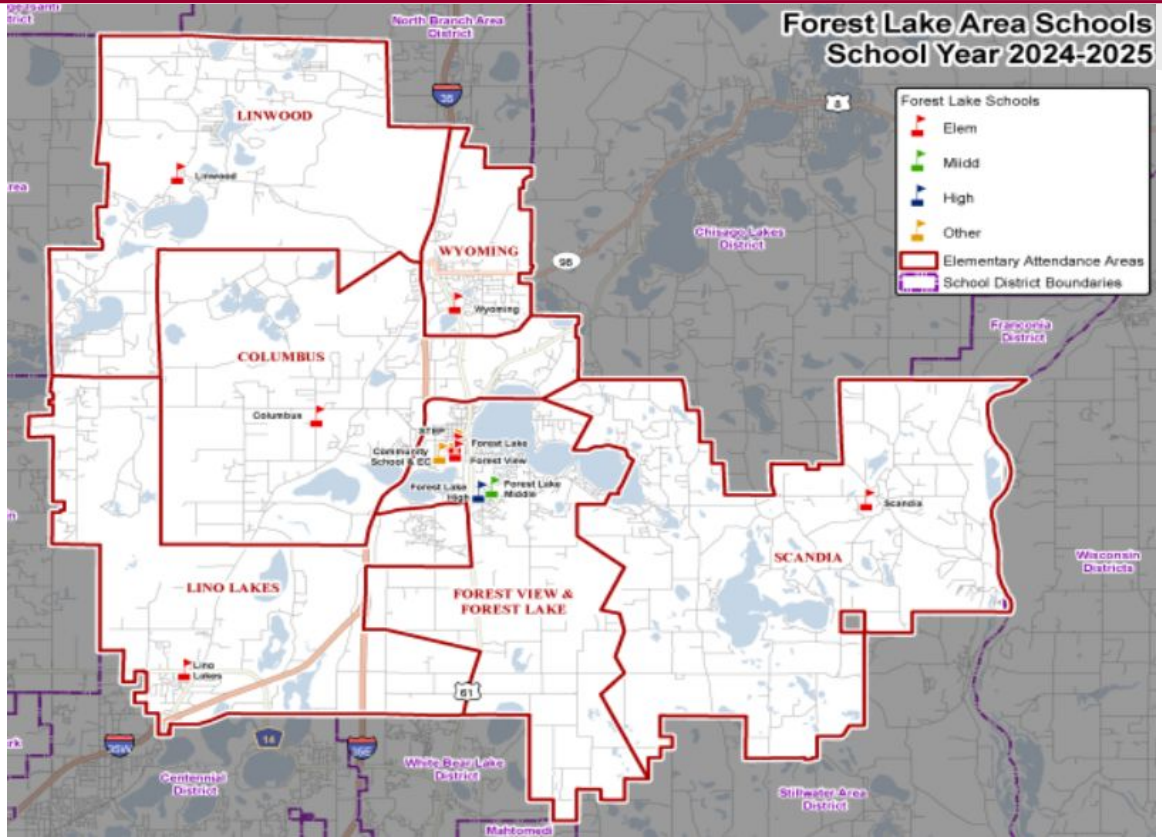



**No Facility Capacity Data provided for Middle & High Schools**

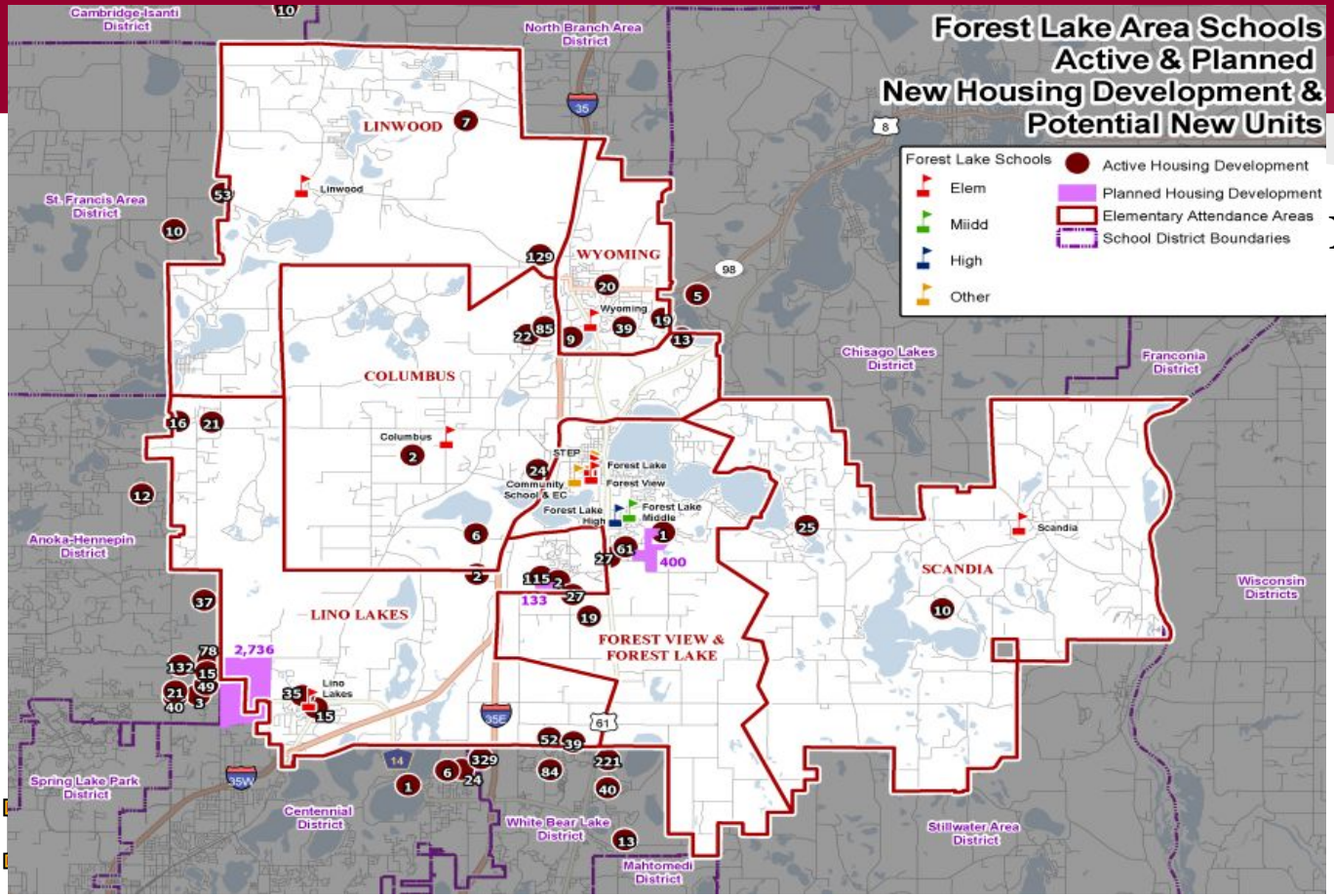
**STUDENT SOCIOECONOMICS**

| | % Asian | % Black | % Hispanic | % Native American | % White | % Multi Racial | % F/R Lunch | % Spec Ed | % English Learner | Median H.H. Income |
|---|---|---|---|---|---|---|---|---|---|---|
| District K-12 | 7.6% | 3.3% | 5.8% | 0.5% | 77.1% | 5.8% | 27.1% | 16.8% | 4.9% | $103,924 |

# District Boundary Map



# District Boundary Map with Housing Growth




New Housing Yield

- .26 per home in district
- .1 per home out of district
- School-age capture rate is 62%

# Process and Timeline

TeamWorks International Consultants

Dr. Heather Mueller

Enrollment and Housing Analysis → Establishes data foundation for School Analytics that will be used to model boundary adjustment options

Two Teams

District Design Team

Community Input Team (parents, staff, community members)

Model boundary adjustment options working with district design team and community input team

# TEAMWORKS PROCESS

# Process Components

- Guiding Change FrameWork for process parameters of the Why (current reality), the What (results of options), and the Not How (unacceptable means)

- Decision Making FrameWork for overall mapping of participation, roles, relationships, sequence, and timing

- Whole System View FrameWork for situational assessment of three areas of Resources/Services, Structures/Linkages, and Culture/ Identity/Story

# Success Factors

- Use TW School Analytics Services and our Strategic Enrollment Projection process
- A Guiding Change document for the process, drafted by administration, and refined and approved by the School Board.
- A Design Team of key Administrators and Staff who develop Models for consultation and refine Models based on that consultation.
- An Input Team of Family Members/Caregivers and Staff who provide representation in the consultative process.
- Quality, consistent, and timely district communications engagement and support throughout the process with communications designed for the:
    1. Schools and staff (“Down and In”)
    2. Board and public (“Up and Out”).

# DESIGN TEAM AND INPUT TEAM PROCESS

# Overview of Modeling Data

**School Analytics Data Sets:**

- Geospatial system of Forest Lake Area School District current boundaries, buildings, attendance areas, programs and open enrollment

- Demographic data sets inclusive of age, race/ethnicity, live birth, gender, housing stock, and value, housing developments, median household income, and more

- Local and community education market data sets inclusive of historical neighborhoods and landmarks, surrounding school districts, charter schools, private school, students who are homeschooled, and district facility capacity to name a few

# Overview of Modeling Data

**Specific Data Sets Analyzed by the Design Team:**

- US Census Demographics - Race and Ethnicity
- US Census Demographics - Age
- US Census Demographics - Income
- Resident Births - Forest Lake School District
- Resident Births - Surrounding School Districts
- Land Use and Housing Analysis
- Market Value and Housing Age Analysis
- Home Sales Analysis
- Resident Student Yield by Housing Type
- Student Socioeconomics
- Historical Enrollment Analysis and Facility Utilization Data
- Market Share Analysis
- New Housing Development and Estimated School-Children Summary
- Projected Enrollment Trends - Based on Birth, Housing, and Market Share

# Summary of Guiding Change

**Guiding Change ("Not How"):**

- It cannot create imbalances between buildings
- It cannot be a short-term fix
- It cannot create ongoing instability for families and students
- It cannot be driven by special interests
- It cannot be an opaque process

**Guiding Change ("What - Desired Outcome"):**

- Sustain and strengthen the community-based elementary school model in current communities
- Balanced resource availability for students, families, and staff
- Within current budgetary resources
- Transparent process

# RECOMMENDED BOUNDARIES

# Design Team/Input Team Process

**Design Team met 8 times working on Models/Input Team met 3 times providing feedback**

1. Meeting #1 - Orientation and initial thoughts on options
2. Meeting #2 - Review Models 1 and 2, refined with suggested revisions
3. Meeting #3 - Review Models 3A-1, 3A-2, 3A-3, 3B, 3C, refined with suggested revisions
4. Meeting #4 - Review Models 4A, 4B, 4C, 4D, 4E, 4F, refined with suggested revisions
    a. Reviewed Models 5A, 5C-1, 5C-2, 5F-1, 5F-2 preparation for Input Team process
        i. ***Determined Model 5F-2 should be brought to the Input Team Session #1***
5. Meeting #5 - Review Models 6A, 6A-1, 6F2-1, 6F2-2 based on Input Team Feedback - refined with suggested revisions
6. Meeting #6 - Review Models 7F2-1 and 7F2-2 preparation for Input Team process
        i. ***Determined Model 8F2-1 should be brought to the Input Team Session #2***
7. Meeting #7 - Review Model 8F2-1 based on Input Team Feedback - refined with suggested revisions
8. Meeting #8 - Review Models 9F2-2 preparation for Input Team process
        i. ***Determined Model 10F2-2 should be brought to the Input Team Session #3***
9. **Design Team and Input Team recommend bringing 10F2-2 to School Board**

# Input Team Process

**Input Team Sessions #1 and #2:**

- Gallery Walk to get context and review each of the previous Model iterations
- Individually review and consider Models for Input
- Captured individual thoughts on the strengths, concerns, and ideas to improve each model.
- In groups discussed and shared individual thoughts and ideas.
- Shared out a strength, concern, and idea for improvement to large group
- Collected group documents

**Input Team Session #3**

- Gallery Walk to get context and review each of the previous Model iterations since Session #2
- Individually review and consider Model
- Captured individual thoughts on whether or not this model meets the parameters of the Guiding Change document.
- In groups discussed and shared individual thoughts and ideas.
- Shared out thoughts on whether or not the model meets the parameters and should move forward
- Collected group documents

# Input Team Session Feedback

## Session #1 Themes

- Strengths
  - Strategic & Long-Term Planning
  - Clarity & Practical Execution
  - Program & Instructional Strength
- Concerns
  - Enrollment Balance & Building Capacity
  - Transportation & School Access
  - Family Choice & Program Impact
- Ideas
  - Boundary Adjustments to Balance Enrollment
  - Program & Grade-Level Placement
  - Long-Term & Data-Driven Planning

# Input Team Session Feedback

## Session #2 Themes

- Strengths
  - Balanced Growth & Future Sustainability
  - Centralized & Logical Boundaries
  - Equitable & Practical Distribution
- Concerns
  - Enrollment Imbalance & Capacity Concerns
  - Boundaries & Student Distribution Challenges
  - Transportation & Logistics Issues
- Ideas
  - School Configuration & Program Placement
  - Boundary Adjustments & Enrollment Strategies
  - Transportation & Accessibility

# Input Team Session Feedback

## Session #3 Themes

**DOES THE 10F2-2 MODEL MEET THE PARAMETERS OF THE GUIDING CHANGE DOCUMENT?**

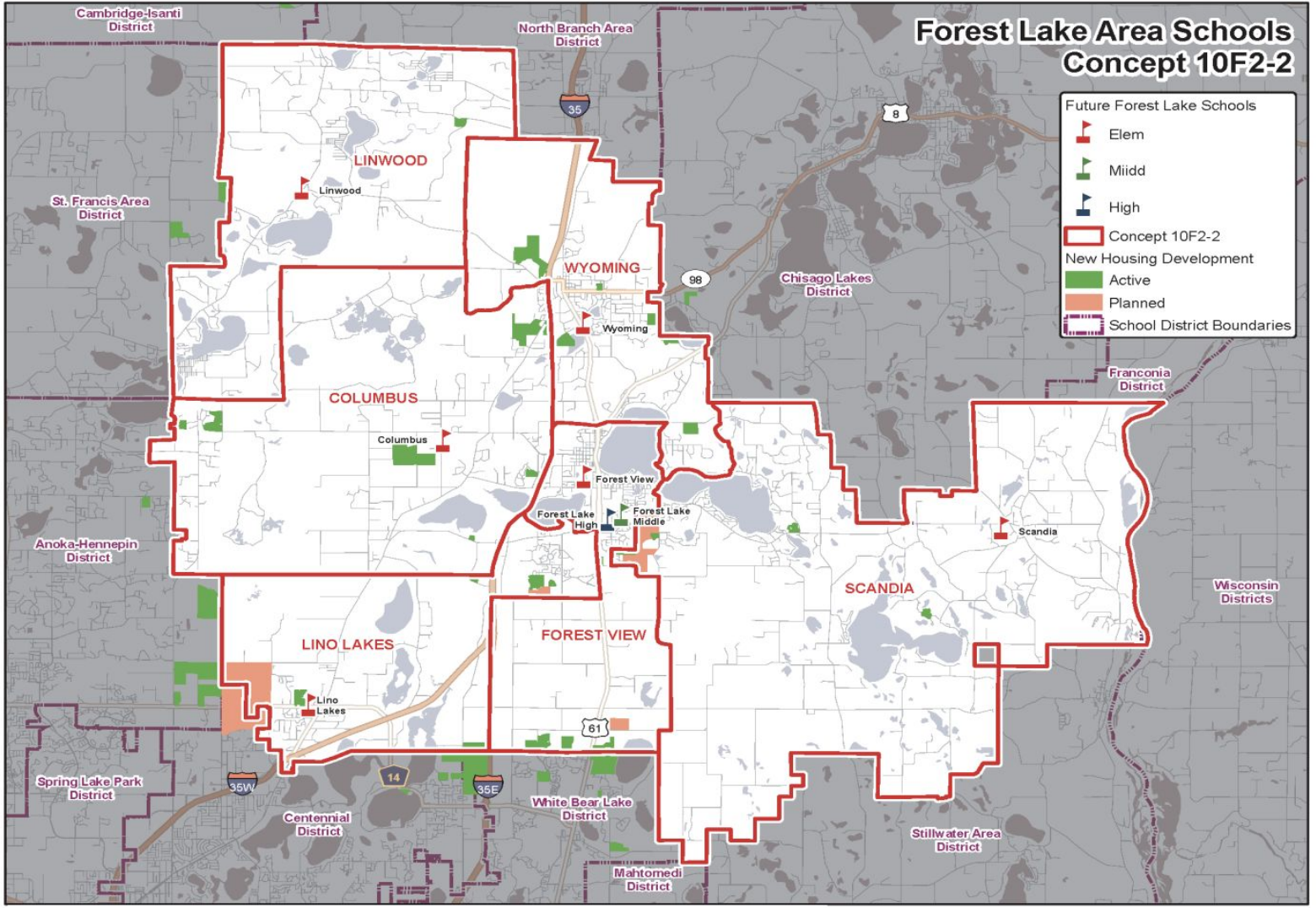
- 5/6 groups responded ***YES***
- 1/6 groups responded ***ALMOST***

**ARE THERE ANY DEVIATIONS OR VIOLATIONS OF THE PARAMETERS OUTLINED IN THE GUIDING CHANGE DOCUMENT? IF SO, PLEASE LIST THEM.**

- Columbus has numbers that are low

**IF DEVIATIONS OR VIOLATIONS EXIST, WHAT ADJUSTMENTS WOULD ENSURE ALIGNMENT?**

- Adding south of Coon Lake to Columbus might add students
- Adding the Northern Forest View area to Columbus as well as West of 35E off Kettle moves to Columbus
- Would there be an option for SAC care to help families with children in their last learning year or two in a past building that don't want to switch and don't have a bus option?
- Consider:
  - Keep in mind the immersion variable
  - The potential dual bus in overlap locations is appealing
  - Communication - consider future "where's my school"
  - Also reiterate "Why" like Reimagine information


Forest Lake Area Schools
Concept 10F2-2
Future Forest Lake Schools
Elem
Miidd
High
Concept 10F2-2
New Housing Development
Active
Planned
School District Boundaries
Cambridge-Isanti District
North Branch Area District
St. Francis Area District
Chisago Lakes District
Franconia District
Anoka-Hennepin District
Wisconsin Districts
Spring Lake Park District
Centennial District
White Bear Lake District
Stillwater Area District
Mahtomedi District
LINWOOD
Linwood
WYOMING
Wyoming
COLUMBUS
Columbus
Forest View
Forest Lake High
Forest Lake Middle
Scandia
SCANDIA
LINO LAKES
Lino Lakes
FOREST VIEW
35
8
98
61
14
35W
35E

# Overview of 10F2-2 Boundary Model

**10F2-2:**

- Takes effect in school year 2026-2027
- **All Language Immersion students are moved to Forest View**
- Intradistrict transfer students and Out-of-district students remain in their current school
- All other students are assigned to the neighborhood school in which they reside
- Would impact 523 (~23%) of all current K-5 students if implemented today
- *The projected socioeconomic indicators are based on current conditions.*
- *Children from new housing developments were distributed evenly across each grade and grade level over 10 years*

| | PROJECTED CONCEPT 10F2-2 (K-5) | | | | | |
|---|---|---|---|---|---|---|
| | Columbus | Forest View | Lino Lakes | Linwood | Scandia | Wyoming |
| 29-30 Low Enrollment | 295 | 536 | 340 | 387 | 362 | 435 |
| 29-30 Low Facility Util | 61.5% | 89.3% | 65.3% | 80.6% | 85.1% | 72.5% |
| 29-30 High Enrollment | 305 | 593 | 418 | 389 | 389 | 448 |
| 29-30 High Facility Util | 63.6% | 98.8% | 80.4% | 81.0% | 91.4% | 74.7% |
| % Asian | 12.7% | 8.7% | 7.9% | 3.7% | 4.4% | 7.2% |
| % Black | 0.6% | 3.6% | 17.2% | 0.3% | 0.6% | 1.8% |
| % Hispanic | 3.8% | 11.6% | 4.3% | 3.4% | 5.0% | 4.9% |
| % Native American | 0.6% | 0.2% | 0.0% | 1.1% | 0.6% | 0.4% |
| % White | 76.9% | 66.8% | 59.1% | 86.2% | 85.4% | 80.7% |
| % Multi | 5.4% | 9.2% | 11.5% | 5.2% | 4.0% | 4.9% |
| % F/R Lunch | 21.2% | 40.8% | 43.4% | 21.8% | 19.9% | 23.3% |
| % Spec Ed | 17.1% | 22.8% | 21.9% | 18.6% | 15.6% | 20.4% |
| % English Learner | 6.3% | 8.5% | 12.5% | 5.4% | 3.4% | 4.0% |
| Median Income | $106,088 | $90,561 | $99,775 | $106,854 | $120,707 | $106,391 |

# Input Team Session Feedback

**Session #3 Key Messages**

WHAT IS ONE KEY MESSAGE YOU WANT TO ENSURE THE COMMUNITY UNDERSTANDS ABOUT THIS PROCESS?

- We are grateful the design team listened and was thoughtful regarding feedback from the input team. Very positive process that goes a long way in build trust.
- There were a lot of different stakeholder groups involved in the process and they didn't just move the edges, they dug deep into the movement of households impacted.
- This was done with the thought process that we are ALL Rangers and want the best balance for our schools and district.

# Input Team Session Feedback (Continued)

## Session #3 Key Messages

WHAT IS ONE KEY MESSAGE YOU WANT TO ENSURE THE COMMUNITY UNDERSTANDS ABOUT THIS PROCESS?

- Input from stakeholders (parents, community members, immersion parents, administrators, staff from buildings, district members) was taken in account and adjusted to reflect concerns and ways to improve balance. This was an in-depth process taking on many perspectives (and many hours were involved).
- It's not easy - a lot of moving pieces and impact; Very thorough and thought-out process; Our feedback has been listened to and it was worth our time; We liked the size, makeup, and diversity of the input team.
- Brought and built a lot of trust - took information, implemented it, not a waste of time - grateful, appreciative of the design team.

# Process and Timeline

**January - April:** Design Team

**January - May:** School Board Updates

**March 10th and 25th:** Community Input Team to review and comment on proposed boundary adjustment plan

**May 1st:** School Board first reading of proposed boundary adjustments

**Community Open House:** May 8th, 6pm
May 12th, 5pm

**Website and a Feedback Form**

**May 29th, 2025:** Proposed boundary change approval by the school board

**2026-2027 School Year:** Boundary adjustments will take effect in the 2026-2027 school year

# Process & Timeline