

OSSEO AREA SCHOOLS

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Enrollment and  
Capacity  
Management  
Advisory Committee  
(ECMAC)

Summary of Progress

August 2016 – April 2017

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# Executive Summary

## 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 eighteen-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.

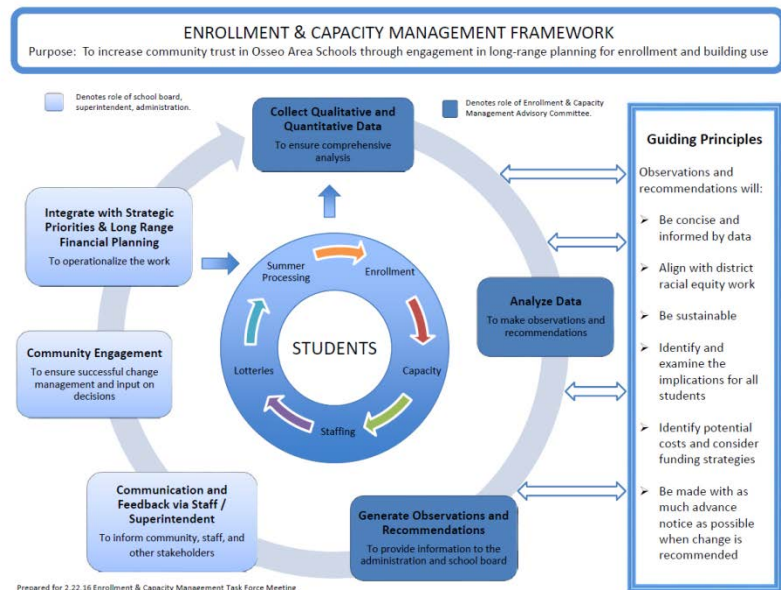
Integral elements of the framework are:

(1) the establishment of an Enrollment and Capacity Management Advisory Committee (ECMAC) to study facility management and report observations 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.

During its first year, ECMAC members:

- Visited multiple school facilities;
- Learned about how building space is allocated to satisfy educational goals;
- Studied enrollment projections;
- Analyzed current school attendance areas;
- Reviewed development plans from cities;
- Learned about the district student capture rate and competition; and
- Learned about the district’s enrollment center practices.



## Observations and Recommendations

ECMAC completed its first year of work in April 2017 and presented this final Summary of Progress report to Superintendent Kate Maguire. This report includes observations and recommendations that emerged from ECMAC's initial year studying enrollment management and building use. Topics covered during the seven meetings held during 2016-17 include:

- elementary school classroom capacity and space usage;
- attendance area maps;
- enrollment projections and practice;
- anticipated residential development; and
- capture rate and competition.

Based upon observations made during 2016-17, ECMAC recommends that Osseo Area Schools undergo study for potential action within the next two to five years in the following categories:

1. Adjust attendance areas – Four elementary schools have capacity usage that is more than 10% below the district average capacity usage and/or a projected enrollment decline in the next five years of greater than 10% (Birch Grove, Cedar Island, Crest View and Zanewood). Four elementary schools (Basswood, Fernbrook, Garden City, and Rush Creek) have capacity usage that is greater than 10% above the district average and/or a projected enrollment increase of greater than 10% over the next five years. Because Birch Grove is a magnet school, strategies other than a traditional attendance area adjustment must be employed to increase enrollment at this school.
2. Build a new school – Future residential growth is expected in northwest Maple Grove, which may result in the need to add an elementary school.
3. Construct an addition/expansion of a school – This could be an alternative to removing students from attendance areas in the elementary schools that have higher than average capacity usage. In addition, all three senior high schools are experiencing significant enrollment growth, which may require the addition of square footage.

While closing a school is a possible outcome that exists within the Enrollment and Capacity Management Framework (see previous page), the advisory committee found no reason to recommend study of a potential school closure at this time.

## Next steps

ECMAC observations and recommendations are delivered to the Superintendent for communication, input, and potential change management (see light blue boxes along the left side of the ECMAC framework). During summer 2017, district staff will examine the issues identified by ECMAC for study. The potential impact of these options on capacity and enrollment projections will be merged into regular district processes from which new data will emerge for ECMAC analysis during 2017-18.

## Impact of ECMAC Work

In 2016-17, ECMAC members participated in:

1. Seven large group meetings with over 400 collective hours;
2. Three subcommittee meetings with over 35 collective hours; and
3. Multiple planning and preparation meetings with well over 200 collective hours.

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

In March 2017, upon nearing completion of the first year of its work, ECMAC members were asked to share their perspectives about the work to date. Here are some of their responses:

- *It is a privilege and an opportunity for me to serve as a member on the Enrollment and Capacity [Management Advisory Committee]. My participation and learning experience continue to help me understand how every household is counted and considered a very important part of our decision making. I am grateful to be a part!*
- *I am thankful to be part of ECMAC. The committee's work is essential to building trust and understanding multiple perspectives.*
- *I struggled for a while trying to understand the "real" purpose of the group, beyond what was given. But session after session, I was moved by the level of passion and commitment by Patricia and the rest of her team in sincerely explaining the enrollment and capacity management process at the district, and seeking the input and feedback from committee members [regarding] what could be done to improve and build trust by communities in the process.*
- *Having the opportunity to engage on the Enrollment and Capacity Management [Advisory Committee] has allowed me to evolve how I do my day-to-day work in our school district system. Hearing personal stories of choice and how we deeply examine each building's capacity is a critical piece of the information that has created greater understanding for me!*
- *I have learned a great deal through ECMAC, and its team members developed a much better understanding of the work that the district is doing. I appreciate the opportunity for community engagement and look forward to being part of this journey in the future, too.*

These comments indicate that ECMAC members developed increased trust in the school district along the three dimensions of trust: integrity, dependability, and competence. Another indicator of committee member engagement in this work is that all ECMAC members have indicated their desire to continue their membership into 2017-18.

# Section 1: Observations and Recommendations

A summary of the data supporting the observations and recommendations is depicted in Exhibits 1A and 1B.

## Observations

### Elementary Schools (*Exhibit 1A*)

1. During 2016-17:
  - Basswood and Rush Creek were more than 10% above district average capacity usage.
  - Birch Grove, Crest View, Park Brook and Oak View were more than 10% below district average capacity usage.
2. In the next five years:
  - Fernbrook, Garden City, Park Brook, and Oak View are expected to have greater than 10% enrollment growth.
  - Cedar Island and Zanewood are projected to have greater than 10% enrollment decline.
3. Oak View and Park Brook were also more than 10% below district average capacity usage; however, they also have offsetting projected five-year enrollment growth of more than 10%.
4. Birch Grove and Crest View capacity usage was the farthest below district average. In addition, each of these two schools has low to moderate enrollment growth projected.

### Middle Schools (*Exhibit 1B*)

1. During school year 2016-17:
  - Maple Grove was over capacity (closed to open enrollment for the first lottery), and
  - Brooklyn, North View and Osseo were at or below capacity (open to open enrollment for the first lottery).
2. All middle schools are projected to have less than 5% change in enrollment in the next five years.

### Senior High Schools (*Exhibit 1B*)

1. During school year 2016-17:
  - Maple Grove was over-capacity (closed to open enrollment for the first lottery)
  - Osseo and Park Center were at or below capacity (open to open enrollment for the first lottery).
2. Maple Grove and Park Center are projected to have enrollment growth of approximately 5% in the next five years.
3. Osseo is projected to have enrollment growth of greater than 10% in the next five years.

## Recommendations

ECMAC recommends that Osseo Area Schools staff study the following for potential action in the next two to five years. It should be noted some potential actions could impact student assignments in other schools within the District; for example, if the attendance area for Cedar Island were expanded, students would need to be re-assigned to Cedar Island from other attendance areas.

### 1. Attendance Area Adjustments

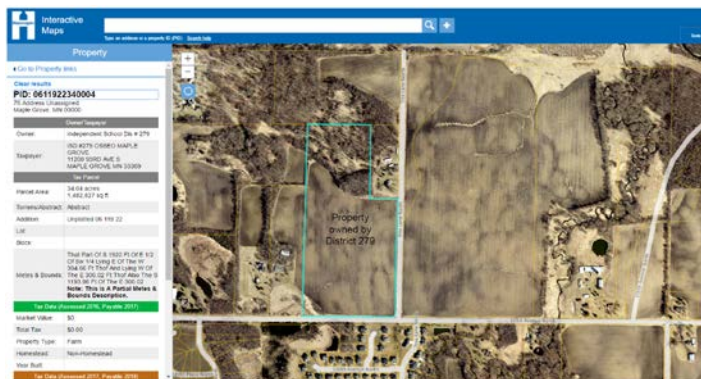
An attendance area is a geographic area surrounding the school that is established to balance enrollment among district schools. Each school (except for magnet schools/programs that draw students from the entire district) has an attendance area that determines the resident students who are assigned to the school. Exhibits 1C, 1D, and 1E show attendance area maps for elementary schools, middle schools, and senior high schools.

- Cedar Island, Crest View and Zanewood – study strategies to add students to the attendance area
- Basswood, Fernbrook, Garden City, and Rush Creek – study strategies to remove students from the attendance areas

The committee also recommends that staff study strategies to increase enrollment at Birch Grove (magnet school with no attendance area and no waitlist).

### 2. New School

- As the timing and potential future growth in NW Maple Grove becomes known, study the timing and necessity of building a new school in the Fernbrook attendance area on the district-owned property in northwest Maple Grove (see below from Hennepin County).



### 3. Addition/expansion of a school

- Basswood, Fernbrook, Garden City, and Rush Creek – review for possible addition/expansion
- Maple Grove, Osseo and Park Center Senior High Schools – review for possible addition/expansion

# Exhibit 1A

## Enrollment and Capacity Management Advisory Committee Elementary School Analysis Summary

2016-17 Regular Classroom <b>Capacity</b> Use (Variance from district average of 65.2%)		Five-Year <b>Enrollment</b> Increase (+) or Decrease (-) 2016-17 to 2021-22	
Capacity use greater than 10% above (+) or below (-) district average; major capacity overuse or availability	major	Enrollment growth (+) or decline (-) greater than 10%	high
Capacity use between 5% and 10% above (+) or below(-) district average; moderate capacity overuse or availability	moderate	Enrollment growth (+) or decline (-) between 5% and 10%	moderate
Capacity use within 5 percentage points of district average; average capacity use	average	Enrollment growth (+) or decline (-) less than 5%	low

School	2016-17 Regular Classroom <b>Capacity</b> Use	Variance from district average	November 1, 2016 Enrollment	Projected November, 2021 Enrollment	Five-Year Enrollment Change
Schools in the city of <b>Brooklyn Center</b>					
Garden City	75.00%	+9.80%	307	340	+10.75%
Schools in the city of <b>Brooklyn Park</b>					
Birch Grove (Arts magnet)	47.50%	-17.70%	442	463	+4.75%
Crest View	46.88%	-18.32%	257	277	+7.78%
Edinbrook	63.83%	-1.37%	683	701	+2.64%
Fair Oaks	60.00%	-5.20%	405	430	+6.17%
Palmer Lake	57.50%	-7.70%	466	446	-4.29%
Park Brook	50.00%	-15.20%	267	296	+10.86%
Woodland	64.58%	-0.62%	709	644	-9.17%
Zanewood	64.52%	-0.68%	375	333	-11.20%
Schools in the city of <b>Maple Grove</b>					
Basswood	84.44%	+19.24%	1,002	1,058	+5.59%
Cedar Island	63.64%	-1.56%	440	360	-18.18%
Elm Creek	63.85%	-1.35%	511	547	+7.05%
Fernbrook	64.11%	-1.09%	805	905	+12.42%
Oak View	54.05%	-11.15%	473	543	+14.80%
Rice Lake	75.00%	+9.80%	657	696	+5.94%
Rush Creek	75.50%	+10.30%	876	933	+6.51%
Weaver Lake (Science, Math & Technology magnet)	57.57%	-7.63%	644	660	+2.48%



## Exhibit 1B

# Enrollment and Capacity Management Advisory Committee Secondary School Analysis Summary

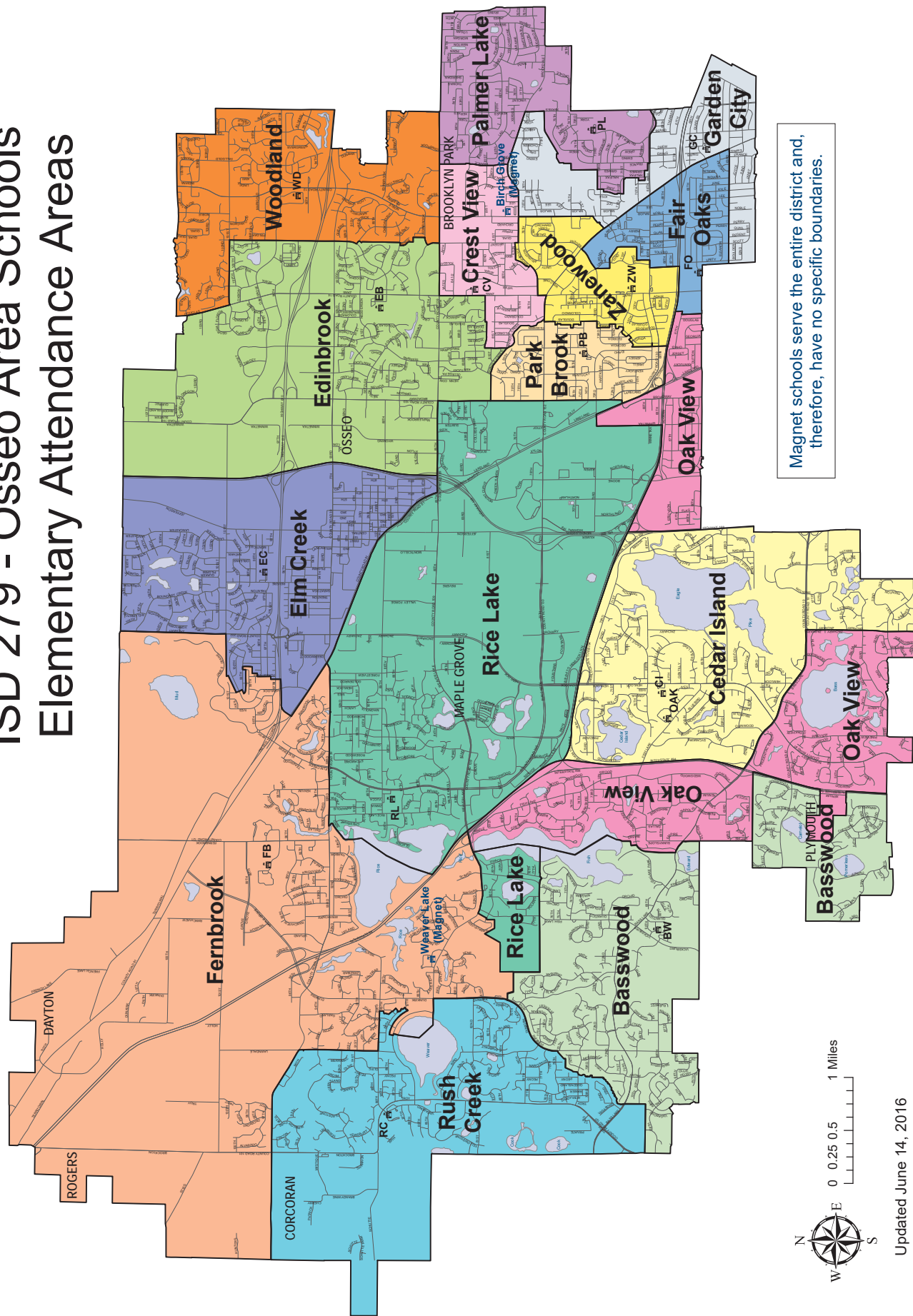
\* Capacity usage calculation for middle schools and senior high schools is under development. In the meantime, status of the school as of the 1st open enrollment lottery for FY18 is the measure of capacity availability.

* Status for First 2017-18 Lottery		Five-Year <b>Enrollment</b> Increase (+) or Decrease (-) 2016-17 to 2021-22	
Entered 2017-18 lottery as closed at all grade levels	Not available for open enrollment	Enrollment growth (+) or decline (-) greater than 10%	high
Entered 2017-18 lottery as closed at some grade levels	Partially available for open enrollment	Enrollment growth (+) or decline (-) between 5% and 10%	moderate
Entered 2017-18 lottery as open at all grade levels	Available for open enrollment	Enrollment growth (+) or decline (-) less than 5%	low

School	Lottery Status	November 1, 2016 Enrollment	Projected November, 2021 Enrollment	Five-Year Enrollment Change
Schools in the city of <b>Brooklyn Park</b>				
<b>Brooklyn Middle</b> (Science, Technology, Engineering, Arts & Math magnet)	Available for open enrollment	916	918	+0.22%
<b>North View Middle</b> (an IB World School magnet)	Available for open enrollment	712	689	-3.23%
<b>Park Center Senior</b> (an IB World School magnet)	Available for open enrollment	2,042	2,151	+5.34%
Schools in the city of <b>Maple Grove</b>				
<b>Maple Grove Middle</b>	Not available for open enrollment	1,690	1,686	-0.24%
<b>Maple Grove Senior</b>	Not available for open enrollment	2,297	2,407	+4.79%
Schools in the city of <b>Osseo</b>				
<b>Osseo Middle</b>	Available for open enrollment	994	970	-2.41%
<b>Osseo Senior</b> (has Health Science magnet program)	Available for open enrollment	2,027	2,253	+11.15%

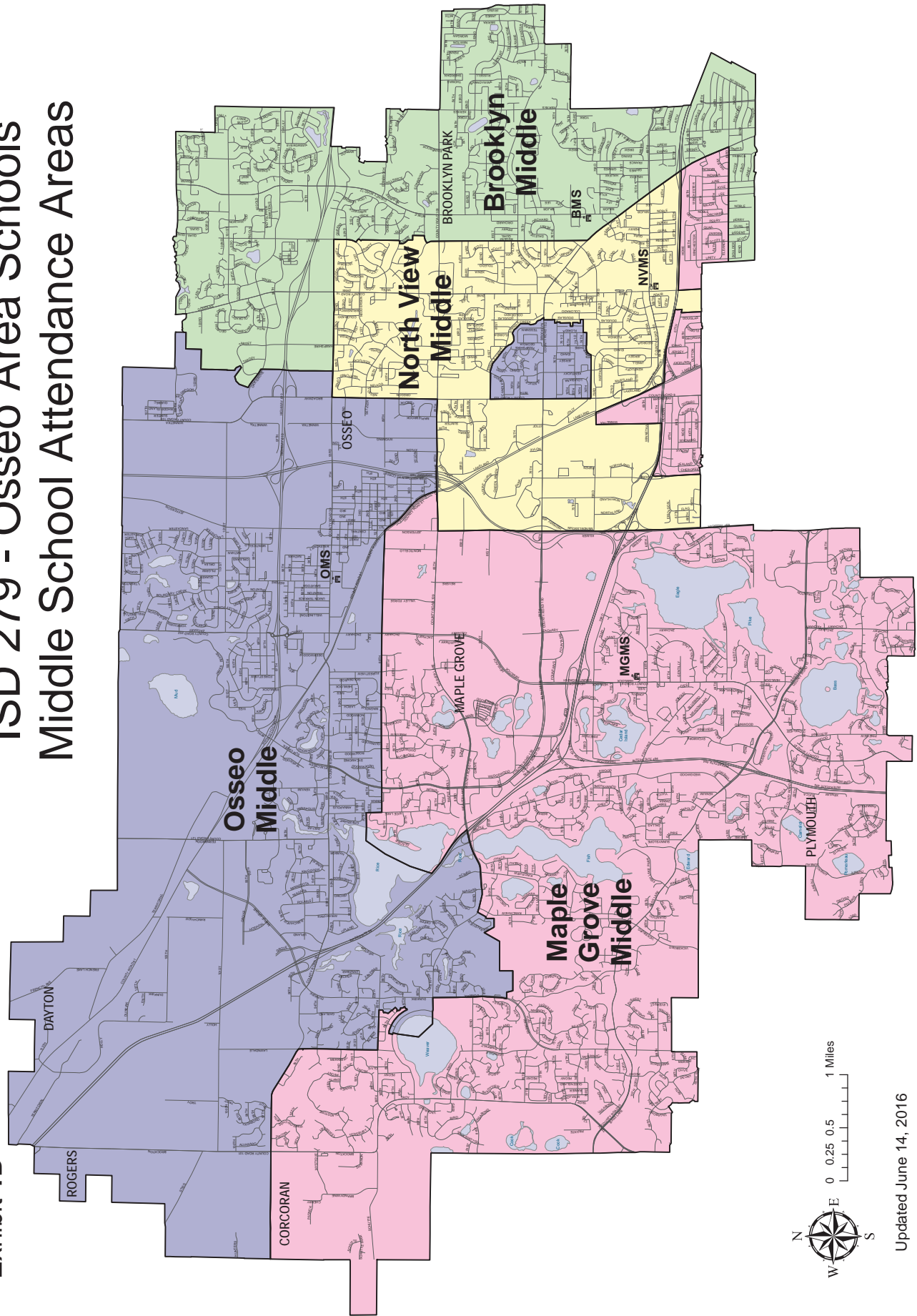
# Exhibit 1C

# ISD 279 - Osseo Area Schools Elementary Attendance Areas



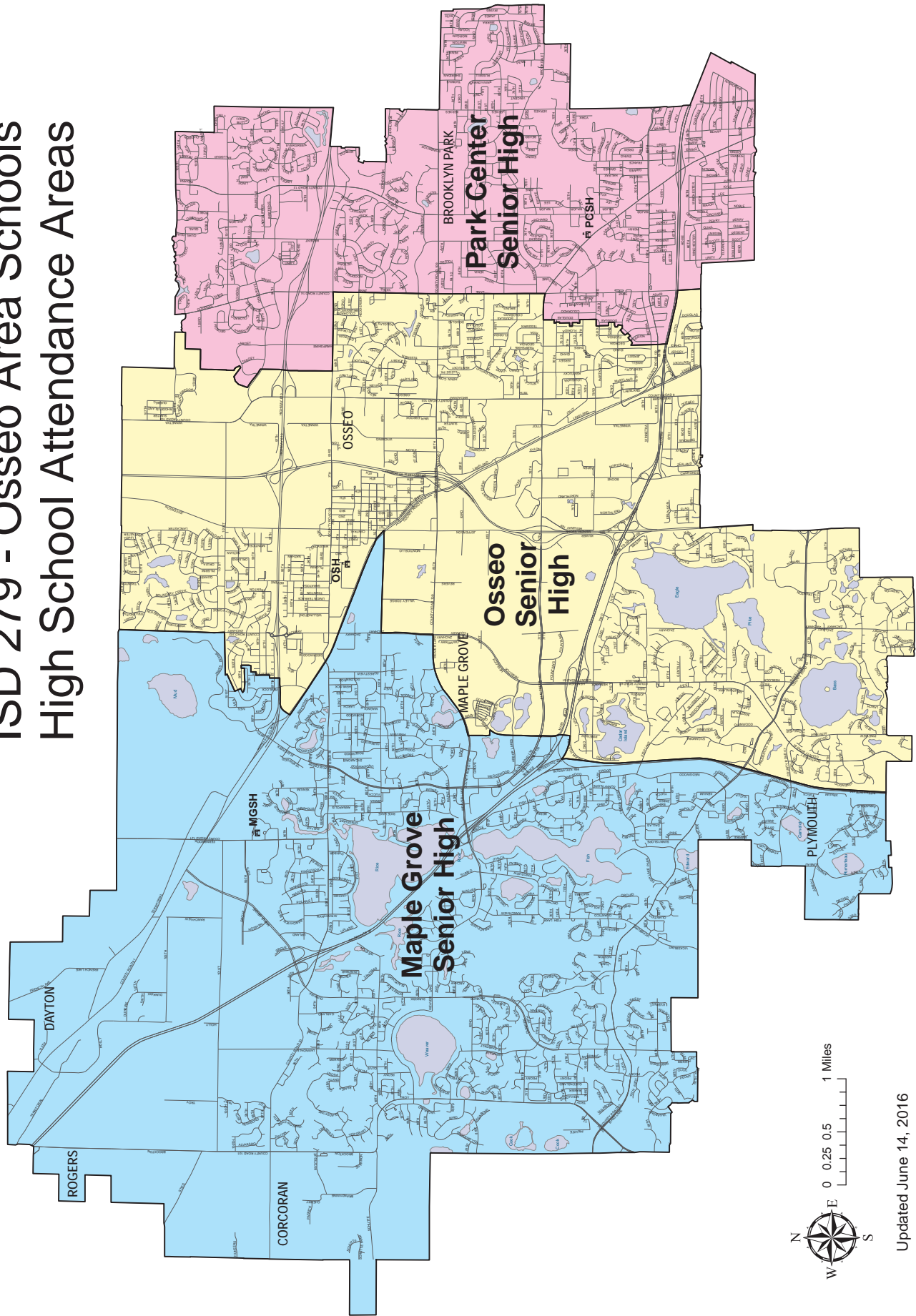
**Exhibit 1D**

# ISD 279 - Osseo Area Schools Middle School Attendance Areas



# Exhibit 1E

## 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 2016-2017, the total resident population of the Osseo School District is 145,541 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.

Enrollment History and Projections										
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Henn Cty Births	16,848	16,566	16,334	15,955	15,943	16,345	16,584	16,770	16,829	16,404
Kindergarten	1,615	1,693	1,597	1,545	1,518	1,565	1,588	1,606	1,611	1,571
Grade 1	1,666	1,620	1,666	1,546	1,517	1,502	1,548	1,571	1,588	1,594
Grade 2	1,574	1,662	1,565	1,627	1,546	1,496	1,480	1,526	1,549	1,566
Grade 3	1,602	1,533	1,597	1,576	1,633	1,529	1,479	1,464	1,509	1,532
Grade 4	1,507	1,603	1,509	1,564	1,564	1,612	1,509	1,460	1,445	1,490
Grade 5	1,578	1,506	1,525	1,488	1,541	1,536	1,583	1,482	1,433	1,419
Kind - Grade 5	9,542	9,617	9,459	9,346	9,319	9,239	9,187	9,108	9,136	9,171
Grade 6	1,554	1,524	1,466	1,462	1,385	1,449	1,444	1,488	1,393	1,348
Grade 7	1,479	1,450	1,405	1,420	1,488	1,403	1,468	1,463	1,507	1,411
Grade 8	1,487	1,491	1,460	1,444	1,450	1,508	1,422	1,487	1,482	1,527
Grade 6-8	4,520	4,465	4,331	4,326	4,323	4,360	4,333	4,438	4,383	4,286
Grade 9	1,426	1,529	1,505	1,664	1,656	1,659	1,725	1,627	1,702	1,696
Grade 10	1,561	1,466	1,587	1,569	1,683	1,703	1,707	1,775	1,674	1,751
Grade 11	1,547	1,550	1,479	1,603	1,579	1,693	1,713	1,717	1,785	1,684
Grade 12	1,650	1,674	1,649	1,591	1,680	1,683	1,805	1,827	1,831	1,903
Grade 9-12	6,184	6,219	6,220	6,427	6,598	6,739	6,951	6,946	6,991	7,034
Kind - Gr 12	20,246	20,301	20,010	20,099	20,240	20,338	20,471	20,492	20,510	20,491

The boxes around grade levels in 2017-18 indicate breaks in pattern (see definition on next page) that were built into grade-level enrollment projections for 2017-18. Exhibits 2B and 2C depict these enrollment trends by school. Schools are sorted alphabetically by the city within which they are located. The five-year change is depicted in the color-coded box for each school and ties back to the same color-coding in Exhibits 1A and 1B.

The methodology used to project enrollment trends is described below.

### Kindergarten Capture Rate

Overall 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-aged students five years in the future. Projections begin by calculating the historical ratio of Hennepin County births to the actual Osseo Area Schools kindergarten class five years later. This is referred to as the “kindergarten capture rate.” The capture rate is averaged over six previous years, then this average capture rate is applied to the projection year’s births to estimate future kindergarten enrollment.

### Cohort Survival

Enrollment projections are calculated using a six-year “cohort survival” method, which is a common method for forecasting future enrollment. It calculates the ratio of student enrollment in a base year grade level to a future year’s successive grade level. In other words, it calculates the percentage of students who “survive” from the base year to the successive grade level in a future year. For instance, the 2015-16 second grade enrollment was 1,627 and the 2016-17 third grade enrollment was 1,633. In this case, this grade’s one-year cohort survival ratio is 1.004 ( $1,633 \div 1,627$ ). A six-year average of the cohort survival ratio is calculated for each grade level. Enrollment projections are calculated by applying this cohort survival ratio.

### Breaks in Pattern

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 patterns can be caused by new housing developments, opening of a charter or private school within the district, or other program or attendance area changes that cause students to move into or out of the district. Breaks in pattern that were considered in the 2017-18 projection are depicted in the enrollment chart with boxes as follows:

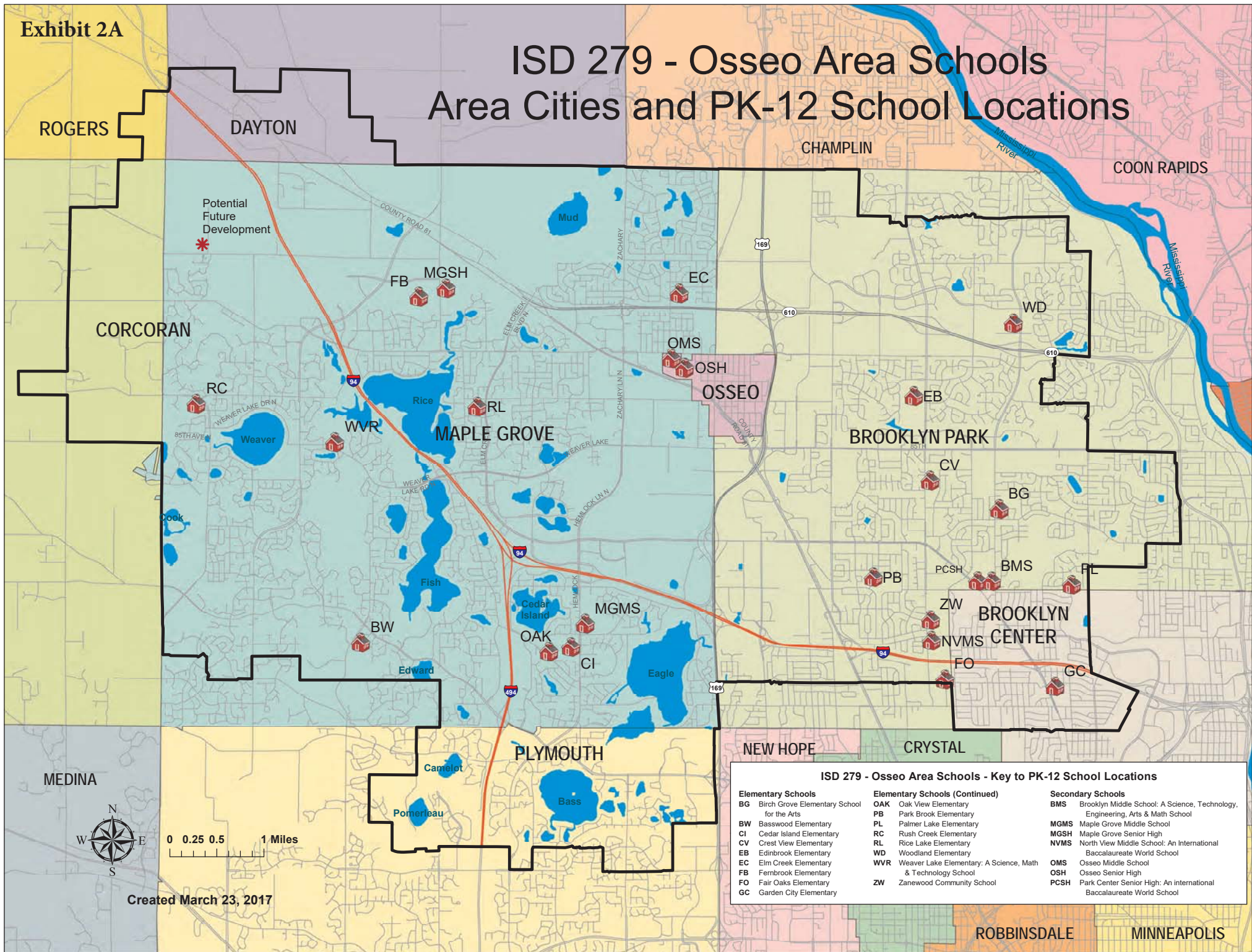
- Kindergarten – the projection was considered for adjustment due to the addition of Voluntary Pre-Kindergarten (VPK) in 2016-17. District staff considered whether this could potentially increase the following year’s kindergarten enrollment, causing a break in pattern. Ultimately the projection was not adjusted because a break in pattern has not yet occurred. Staff will watch this grade level to see if new patterns emerge.
- Grades 6, 7, and 9 –The six-year average cohort survival was changed to a two-year cohort survival at these grade levels. This attempts to adjust for the break in pattern that occurred when grade spans were changed in 2015-16. Grade six was moved from the elementary schools to the middle schools, and grade nine was moved from middle schools to senior high schools. This change in grade spans caused a break in pattern. For instance:
  - The cohort size moving from grade eight to grade nine has begun to increase by a larger number than it did prior to grade span change.

- The cohort size moving from grade five to grade six is decreasing by a larger number now that this is the grade level at which students matriculate to middle school.
- The opposite impact to the pattern has occurred at the transition from grade six to grade seven. Now that students remain at the middle school between grades six and seven, enrollment is remaining steady or rising between these two grade levels.

Many discussions occur on a regular basis between district and city staff to forecast enrollment changes due to city development. In times of normal development, the cohort survival rates will account for usual trends in development and normal housing turnover. In times of more major development, a break in pattern could be inserted into the projections.

Through ongoing discussions with the City of Maple Grove, staff will monitor the expected growth in northwest Maple Grove following the completion of Highway 610. At this time, enrollment increases due to this anticipated pattern break have not been included in projections. It is anticipated that this growth could begin as early as the fall of 2020. This growth will be included in enrollment projections for the next projection cycle when more information becomes available about the timing of the Highway 610 completion.

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

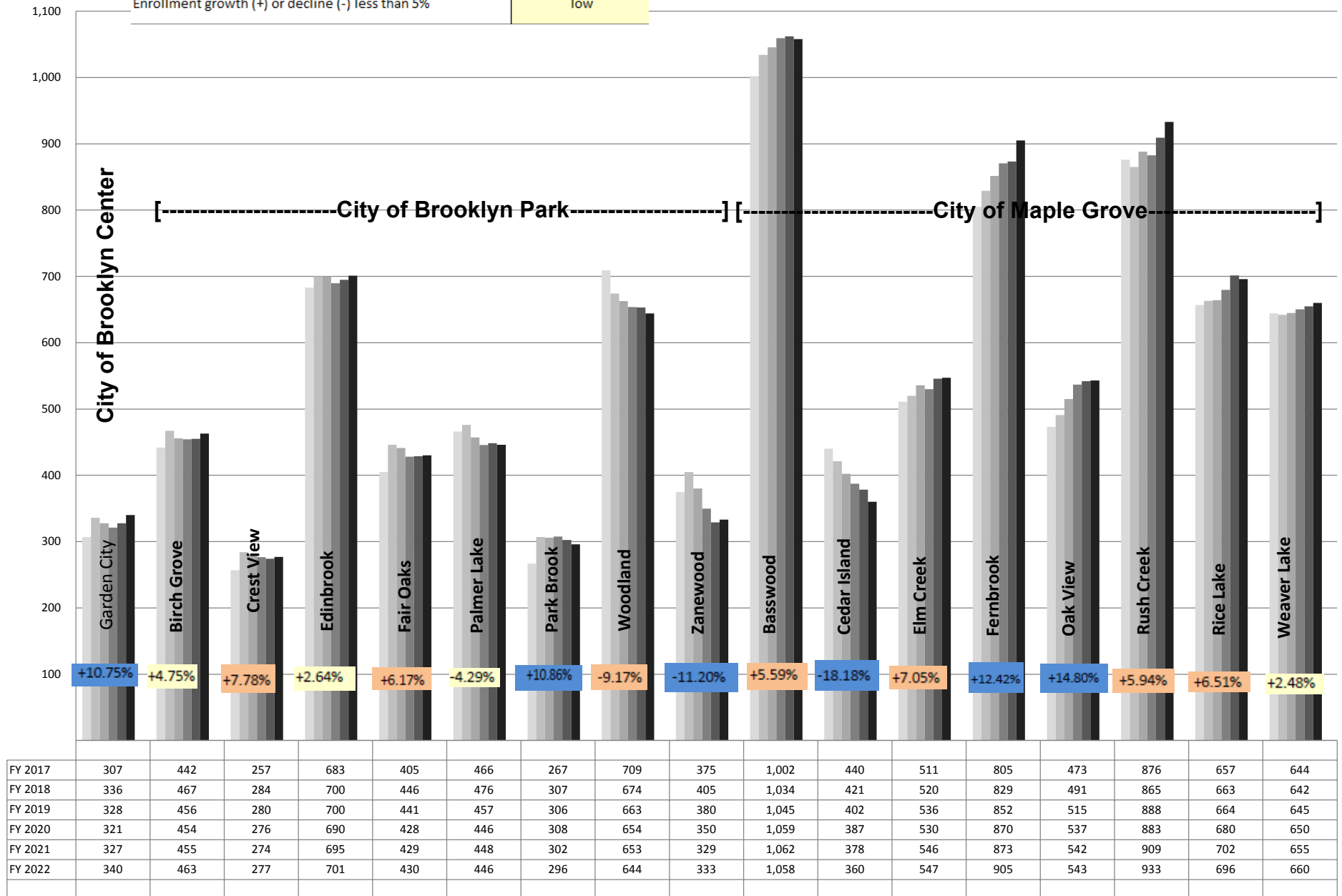




# Exhibit 2B

Enrollment growth (+) or decline (-) greater than 10%	high
Enrollment growth (+) or decline (-) between 5% and 10%	moderate
Enrollment growth (+) or decline (-) less than 5%	low

## Osseo Area Schools Five-Year Elementary Enrollment November 2016 to November 2021



## Exhibit 2C

Enrollment growth (+) or decline (-) greater than 10%

high

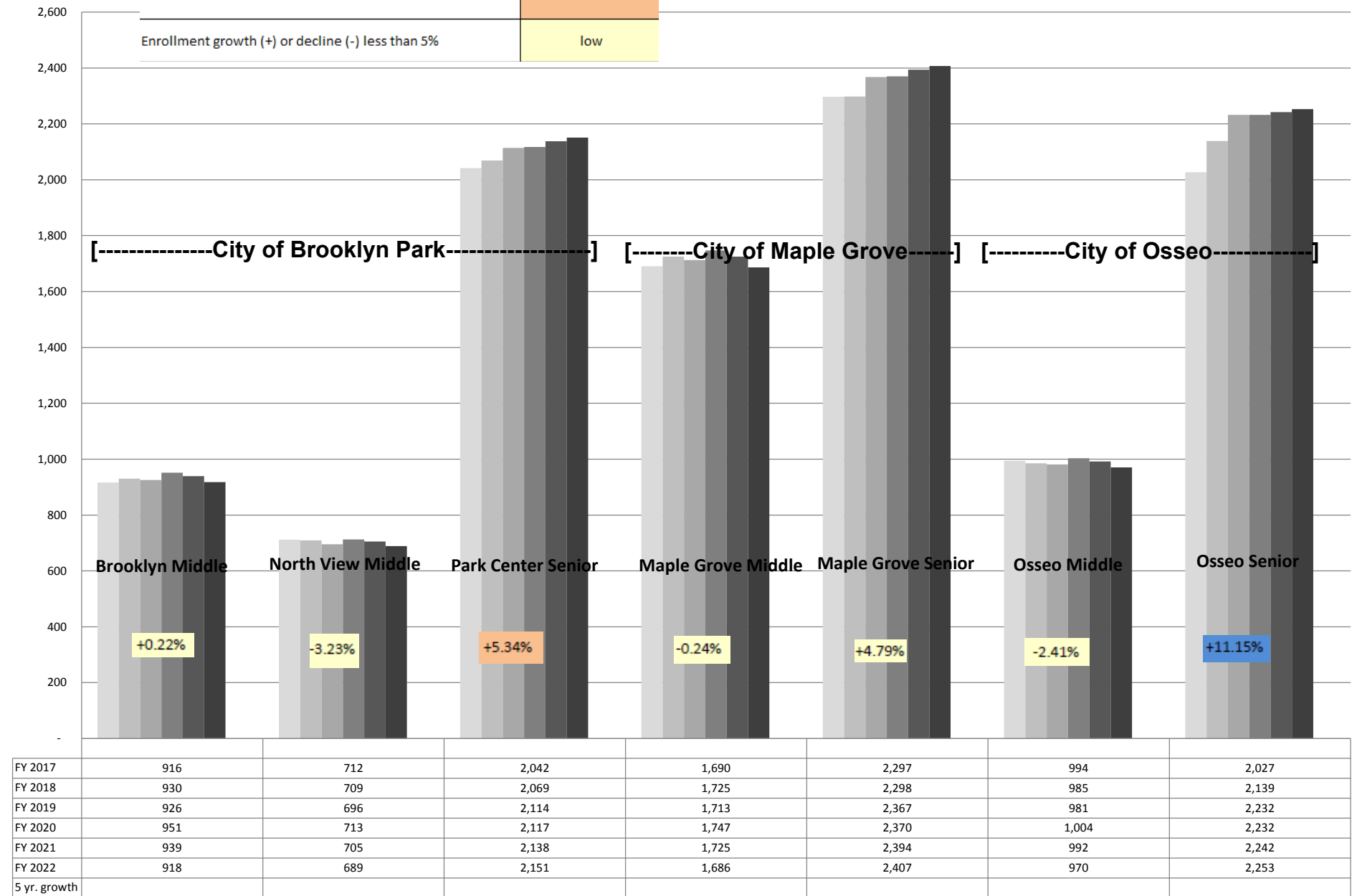
Enrollment growth (+) or decline (-) between 5% and 10%

moderate

Enrollment growth (+) or decline (-) less than 5%

low

### Osseo Area Schools Secondary School Enrollment Projection FY2017 through FY 2022



## Section 3: Capacity

The number of students a building can accommodate (its “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); and
- 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).

Because the manner in which space is used by a particular school is determined in large part by the students it serves, the number of students that can be served by the school varies. For instance, a magnet school specializing in visual and performing arts may require larger spaces to accommodate its curriculum than a school providing a traditional curriculum. To better assess how elementary classroom space is being utilized in each school – notwithstanding varied programming to satisfy the specific needs of the student population – the ECMAC relied on the 2017 Elementary Capacity Analysis. (*Exhibit 3A*)

Fundamentally, the 2017 Elementary Capacity Analysis is a metric that compares the number of rooms in each building that are appropriately sized and equipped for elementary grade-level instruction (a “classroom”) to the number of rooms actually used to provide grade-level instruction. To ensure consistent application of the metric to each facility, the following definitions were applied:

<b><i>Total Classrooms:</i></b>	the number of rooms in each building that are appropriately sized and equipped for potential classroom use.
<b><i>Grade-Level Classrooms:</i></b>	the number of rooms in each building used as a pre-kindergarten through 5 <sup>th</sup> grade classroom.
<b><i>Grade-Level Classroom Use:</i></b>	the ratio of Grade-Level Classrooms to Total Classrooms, yielding the percentage of total classrooms needed to accommodate grade-level education (depicted in dark blue in Exhibit 3A).
<b><i>Available Capacity:</i></b>	classrooms not used as Grade-Level Classrooms that are available for other administrative and student needs at the site.

Generally, these classrooms are used to meet:

- specialized educational needs of students (special education, English Learner);
- specialized needs of the school's educational program (music, arts, technology, science);
- district programs placed at the site (special education, preschool); or
- other uses to satisfy student and staff needs (large motor rooms, meeting space) as determined at the discretion of on-site staff.

Available capacity is depicted in green in Exhibit 3A.

***District Average Elementary Grade Level Classroom Use:*** For 2017, districtwide average Elementary Grade-Level Classroom use is 65.2% (depicted by the black line in Exhibit 3A).

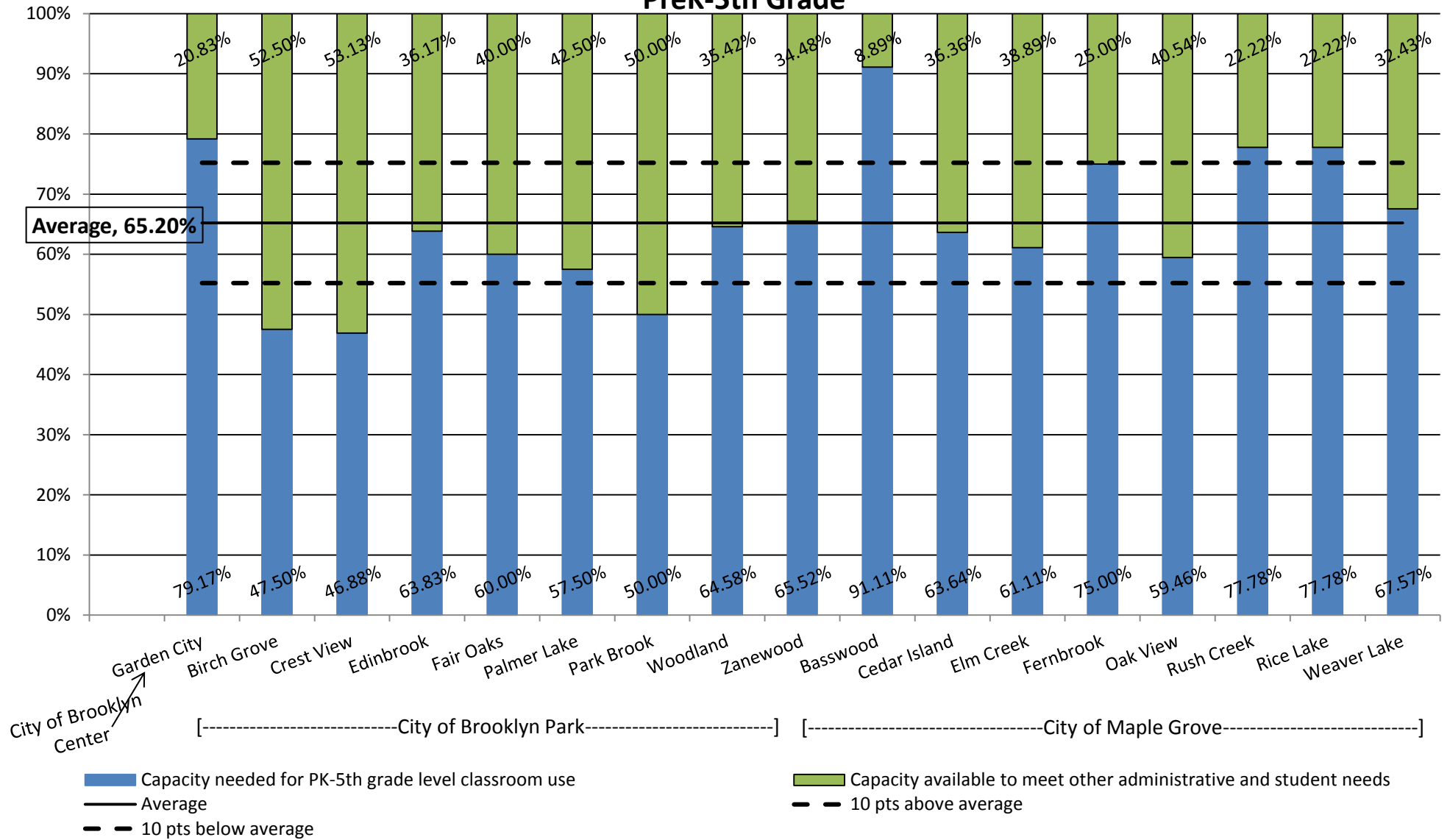
The ECMAC determined that facilities with Grade-Level Classroom Use that is not within 10% of the districtwide average Grade-Level Classroom Use should be considered for further study.

District staff is studying potential methods to calculate capacity for secondary schools. Capacity analysis at the secondary school level is more challenging because classrooms are generally not dedicated to provide grade-level education, and are instead used for a variety of educational/instructional purposes. Capacity calculations are further complicated because student demand for courses affects classroom use. It is anticipated that staff will develop a metric to calculate capacity at the districts secondary schools in 2018.

# Exhibit 3A

## Osseo Area Schools FY 2017 Elementary Classroom Capacity Analysis PreK-5th Grade

-----  
10% above and below Average



## Section 4: The Advisory Committee

*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 the 2016-2017 Enrollment and Management Advisory Committee**

ECMAC includes 17 community members, 7 staff members, and two school board members who represent diverse perspectives of the families and community members served by Osseo Area Schools. Committee members were chosen in the spring of 2016 through an application process and will serve either two- or three-year terms.

Their work was guided by the 2016-17 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 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.

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

## 2016-17 Enrollment and Capacity Management Advisory Committee Members



### Community Members

1. Alida Abdullah
2. Sujata Dutta
3. Bernadette Foh
4. Jacki Girtz, School Board member through December 2016
5. Erik Hasse
6. Hassen Hussein
7. Nicholas Kaster
8. Kelly Kudla
9. Andrew Leonard
10. Aimee Norasingh
11. Fatuma Peterson
12. Zoua Pha
13. Coriene Ploetz
14. Lama Salti
15. Mailee Singhathip
16. Fred Williams
17. Sabrina Williams

### School District Staff

1. Carrie Cabe, Assistant Director of Community Engagement
2. Dale Carlstrom, Director of Facilities & Transportation Operations
3. Gerald Edwards, Coordinator of Information Systems
4. BJ Irmiter, Coordinator of K-12 Operations
5. Patricia Magnuson, Executive Director of Finance & Operations
6. Barb Olson, Director of School/Community Relations
7. Christian Olson, Coordinator of Enrollment Services

### School Board Members

1. Heather Douglass, beginning January 2017
2. Mike Ostaffe, beginning January 2017

Community members who would like to offer feedback or suggestions regarding the committee's work may send an email to [magnusonp@district279.org](mailto:magnusonp@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](http://www.district279.org) after April 19. Community members who would like to be considered for ECMAC membership beginning in the fall of 2017 may complete this application and submit it by the May 26 deadline.

**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 ECMAC 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 seven meetings held during the 2017-18 school year.

<b>Tentative Schedule for 2017-18 ECMAC Membership</b>	
Application deadline	Must be received by 4:30 p.m., Friday, May 26, 2017
Notification to applicants	Wednesday, June 16, 2017
Required training for new members	Monday, September 18, 2017
First advisory committee meeting	October 16, 2017
Additional meeting dates	November 13, 2017 January 22, 2018 February 26, 2018 March 19, 2018 April 16, 2018 May 1, 2018

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**

<b>Sponsoring Group</b>	ISD 279 – Osseo Area Schools Administration								
<b>Background and Purpose</b>	<p>The <i><b>Enrollment and Capacity Management Advisory Committee</b></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>								
<b>Guiding Principles</b>	<p>Observations and recommendations will:</p> <ul style="list-style-type: none"> <li>➤ Be concise and informed by data</li> <li>➤ Align with district racial equity work</li> <li>➤ Be sustainable</li> <li>➤ Identify and examine the implications for all students</li> <li>➤ Identify potential costs and consider funding strategies</li> <li>➤ Be made with as much advance notice as possible when change is recommended</li> </ul>								
<b>ECMAC Composition and Qualifications</b>	<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>								
<b>Commitment of ECMAC Members</b>	<ul style="list-style-type: none"> <li>• Two or three-year term of service (term rotation to be determined when ECMAC members are selected).</li> <li>• Approximate seven 2½ -hour evening meetings annually; additional training meeting in first year of membership.</li> <li>• Additional time for meeting preparation and electronic communication, outside of meetings.</li> <li>• Members must have e-mail access.</li> </ul> <p>Meetings will take place from 6:30-9:00 p.m. on Monday evenings. Preliminary dates for the 2017-18 school year:</p> <table border="0" style="width: 100%;"> <tr> <td>• September 18, 2017 – orientation and training</td> <td>• February 6, 2018</td> </tr> <tr> <td>• October 16, 2017 – first meeting</td> <td>• March 19, 2018</td> </tr> <tr> <td>• November 13, 2017</td> <td>• April 16, 2018</td> </tr> <tr> <td>• January 22, 2018</td> <td>• May 1, 2018</td> </tr> </table> <p>Meetings will be held at the Educational Service Center, 11200 93<sup>rd</sup> Ave. No., Maple Grove, or at various District schools throughout the year.</p>	• September 18, 2017 – orientation and training	• February 6, 2018	• October 16, 2017 – first meeting	• March 19, 2018	• November 13, 2017	• April 16, 2018	• January 22, 2018	• May 1, 2018
• September 18, 2017 – orientation and training	• February 6, 2018								
• October 16, 2017 – first meeting	• March 19, 2018								
• November 13, 2017	• April 16, 2018								
• January 22, 2018	• May 1, 2018								
<b>Resources Provided</b>	District staff and outside resources will provide information and administrative support for meetings.								
<b>Timeline</b>	ECMAC continues on an annual basis, in accordance with district need.								

