

Boundary Review Task Force Work Session Notes

January 7, 2020; 6:00-8:00 pm

Western View Center

1435 SW 35th Street; Corvallis, OR 97333

x	Seema Bharwani, Garfield Elementary		Ryan Noss, Superintendent
x	Whitney Buckley, Jefferson Elementary	x	Melissa Harder, Assistant Superintendent, Task Force Staff Liaison
x	Cheryl Churchek, Wilson Elementary	x	Kim Patten, Director of Facilities and Transportation
x	Nina Erlich-Williams, Linus Pauling/CHS		Olivia Meyers-Buch, Director of Finance and Operations
x	Annalena Hukari, Garfield Elementary/CHS	x	Erika Cook, Assistant to Assistant Superintendent
x	Denise Hughes-Tafen, Lincoln/Linus Pauling	x	Brenda Downum, Communications Coordinator
x	Cassy Inman, Cheldelin MS	x	Sarah Finger McDonald, School Board Liaison
x	Greg Hyde, Linus Pauling/CHS (parent & LPMS assistant principal)	x	Amy Lesan, Elementary Teaching & Learning Coordinator
x	Megan McQueen, Jefferson Elementary/LPMS		Marcianne Koetje Rivera, Equity Coordinator
x	Ben McLuen, Adams Elementary	x	Jennifer Axelrod, FLO Analytics
	Ana Maria Moreno, CHS/CVHS	x	Jen Elstrott, FLO Analytics
x	Yan Wang, Hoover Elementary	x	Eric Sack, FLO Analytics
x	Chris Young, Wilson Elementary		
x	Jason Young, Franklin K-8/CHS		Principals and other attendees: Kyle Mabry, Cheldelin; Byron Bethards, Mt. View; Beth Martin, Adams; Jon Strowbridge, CVHS; Nikki McFarland, HS Teaching & Learning Coordinator; Vincent Adams, Board Member

I. Review of Guiding Principles and Equity Lens

Assistant Superintendent Harder reviewed the district's guiding principles and meeting norms. She reminded task force members of the district's commitment to decision making using an equity lens and the equity look fors for task force meetings. Equity look fors include meeting activities and behaviors that ensure the authentic participation of culturally and linguistically diverse parents and guardians.

A Fact Sheet was also reviewed that includes background information about district program placement/transfer policies and home to school transportation. Current feeder school mapping was also reviewed.

II. Updated Summary Statistics

During the December 17, 2019 meeting Task Force members requested that post bond capacity percentages be added to the summary statistics. Facilitators from FLO Analytics provided an updated Springboard Summary Statistics document that includes a new column for post-bond project facility capacity percentages with highlighting to reflect over post bond capacity (red) or under post-bond capacity (green). This document is intended to replace the document of the same name shared on 12/17/19 that had highlighting illustrating over/under current capacities.

III. Workgroups/Group Discussion with Scenario Modeling

The task force was divided into two groups to continue the process of proposing changes on the Springboard Proposal. The group was reminded of the primary consideration that with our current school boundaries, we have more elementary schools feeding into one high school, resulting in an imbalance in middle and high school enrollments. It was a topic of discussion throughout the scenario modeling activity that current transfer and program placement policies resulting in students not attending their neighborhood boundary school play a significant role in actual enrollment.

Summary statistics take into account student movement from the attendance area in which they live for students who are in the DLI, LifeSkills, and WINGS programs and count them in the schools in which they attend. Additionally, out of district students are counted in their attending schools. However, other transfer and policy considerations cannot be modeled when reviewing boundary revisions. This is a common issue in Districts with high transfer rates such as Corvallis.

IV. Regroup and Discuss Workgroup Updates

The scenario modeling discussions were not completed in time for the two groups to come back together to come to a consensus on a Draft Working Map version 1. This process will be resumed at the next meeting.

V. Wrap up and Next Steps

Assistant Superintendent Harder closed the meeting with a reminder of the iterative nature of the work and thanked committee members for their engagement. Committee members expressed frustration with the incongruencies between the Springboard Proposal Summary Statistics, which, are based on where students live but do take into account out of district students, dual language instruction participants, LifeSkills, and WINGS program placement as opposed to actual enrollment figures, which are impacted by student transfers. While policy review is not a charge of the task force, district staff will discuss how these concerns can best be addressed in the boundary review process.

The community will have an opportunity to provide input at Open House #1 on January 21 from 6:00 - 8:00 pm at Cheldelin Middle School.

Next Meeting January 14, 2020, 6:00 – 8:00 pm, Western View Center

Transfers and Program Placements Fact Sheet

Student Transfers – Policy JCA

- Transfer requests for students in grades K-12 may be made through the district's online process for the following school year. The transfer window is open each spring.
- Parents are expected to enroll students at their neighborhood boundary schools until a transfer request is approved. Once approved, a transfer ordinarily will remain in effect until the student completes the highest grade at that school (grades 5, 8, 12.)
- Parents of entering kindergarten students living within the Corvallis School District boundaries must first register at their neighborhood school by March 31 before requesting a transfer to a different school.
- If the number of students seeking transfer exceeds the number of spaces available, an equitable lottery process is used.

Lottery priority will be given to qualifying students in the following order.

1. CSD students with siblings currently attending a transfer school and who will attend with the student already enrolled.
2. Other CSD students.
3. Non-CSD students (non-residents) seeking interdistrict transfer with siblings currently attending the CSD transfer school and who will attend with the student already enrolled.
4. Other non-CSD students seeking an interdistrict transfer.

Seats will be offered to applicants based on their priority ranking up to the number of available spots at each grade level for each school or program. Schools determine the number of available spots in conjunction with the Assistant Superintendent's office. Openings for non-resident students must first be approved by the CSD Board.

Admission of Nonresident Students (Interdistrict Transfer) – Policy JECB

- Transfer requests for students in grades K-12 who reside outside of the Corvallis School District boundary areas may be made through the district's online process after openings are approved by the school board, typically in late spring.
- Once approved, a transfer ordinarily remains in effect until the student completes grade 5, 8, or 12 (the highest grade at that school). A new transfer request must be submitted when the student moves from elementary to middle and middle to high school.

Other Exceptions

- Students who have moved from the attendance area of their current school but remain in the Corvallis School District boundary may choose to remain and complete the highest grade at that school.
- Students whose legal residence changes to a different school district during the school year may complete the school year at their current school.
- Students who move during the summer to a different school district may still attend school in the Corvallis School District the following school year. Thereafter, students may apply for an interdistrict transfer to continue enrollment as nonresidents.

Specialized Education Programs (JCA-AR)

Siblings of students assigned to specialized programs are eligible for transfer to the school their sibling attends as space is available. Specialized programs include, but may not be limited to, Life Skills, Dual Immersion, and Emergent Bilinguals.

Dual Language Immersion

Students living within the neighborhood school boundary areas of Garfield and Lincoln schools have enrollment priority.

- Enrollment of students from other school boundary areas is completed through the district transfer policy.
- Students participating in a Dual Immersion program at the elementary level may continue in the program at Linus Pauling Middle School and Corvallis High School; a transfer request is not necessary.

Students entering a dual immersion school in 2nd through 5th grade must demonstrate language proficiency prior to acceptance in that school. This typically happens when a new family moves into the Garfield or Lincoln boundary area.

- Students who do not meet proficiency are placed at the “sister school.”
- Garfield boundary students who do not meet proficiency are placed at Wilson. Bus transportation is provided from Garfield to Wilson in the morning and from Wilson to Garfield in the afternoon.
- Lincoln boundary students who do not meet proficiency are placed at Adams. Bus transportation is provided from Lincoln to Adams in the morning and from Adams to Lincoln in the afternoon.

Emergent Bilinguals

When a language placement is made for an Emergent Bilingual student at the elementary level, a transfer request is not necessary.

Life Skills

In determining the placement for a child with a disability, the placement decision is made by the IEP team and is made in conformity with the Least Restrictive Environment (LRE) provisions of OAR 581-015-2240 to 581-015-2255.

- Unless the IEP of a child with a disability requires some other arrangement, the child is to be educated in the school that they would attend if nondisabled.
- If the child with a disability is placed in a specialized program, parents may choose to have siblings follow that student's pathway from elementary to middle and middle to high school as space is available.

Transportation (Policy EFA)

- Elementary students who live more than one mile from school will be transported.
- Secondary students (middle and high school) who live more than one and one-half miles from school will be transported.
- If the district currently provides transportation for a student in a specialized program, transportation may be provided to the sibling as long as space is available and the schedule is consistent with the regular routing of the transportation arranged for the student in the specialized program.



2019-20 District Elementary School Feeder System

Elementary	Middle	High
Adams	Linus Pauling	Corvallis High
Garfield	Linus Pauling	Corvallis High
Hoover	Cheldelin	Crescent Valley High
Jefferson	Linus Pauling	Corvallis High
Lincoln	Linus Pauling	Corvallis High
Mountain View	Cheldelin	Crescent Valley High
Wilson	Cheldelin	Crescent Valley High
Franklin K-8 (non-boundary school)		(determined by neighborhood boundary)

Attendance Area					Existing				Springboard				
Attendance Area	Post-Bond Capacity	Current Capacity	Target Percentage	Current Enrollment	2019 Count	Current % Capacity	Post-Bond % Capacity	Post-Bond +/-	2019 Count	Current % Capacity	Post-Bond % Capacity	Post-Bond +/-	Affected 5th / 8th
Adams ES	531	489	85%	431	318	65.0%	59.9%	-213	340	69.5%	64.0%	-191	6
Garfield ES	531	468	85%	450	510	109.0%	96.0%	-21	438	93.6%	82.5%	-93	7
Hoover ES	446	404	90%	383	342	84.7%	76.7%	-104	379	93.8%	85.0%	-67	9
Jefferson ES	468	383	85%	343	308	80.4%	65.8%	-160	288	75.2%	61.5%	-180	2
Lincoln ES	446	489	90%	378	504	103.1%	113.0%	58	515	105.3%	115.5%	69	2
Mountain View ES	446	468	90%	300	362	77.4%	81.2%	-84	377	80.6%	84.5%	-69	2
Wilson ES	489	425	85%	417	358	84.2%	73.2%	-131	365	85.9%	74.6%	-124	4
Cheldelin MS	762	762	92%	618	618	81.1%	81.1%	-144	657	86.2%	86.2%	-105	11
Linus Pauling MS	881	881	89%	803	803	91.1%	91.1%	-78	764	86.7%	86.7%	-117	4
Corvallis HS	1,714	1,714	85%	1,238	1,211	70.7%	70.7%	-503	1,129	65.9%	65.9%	-585	0
Crescent Valley HS	1,547	1,547	90%	967	994	64.3%	64.3%	-553	1,076	69.6%	69.6%	-471	0

Attendance Area	Existing			Springboard		
Attendance Area (AA)	Percent Free / Reduced Lunch	Percent Special Education	Percent Racial Diversity	Percent Free / Reduced Lunch	Percent Special Education	Percent Racial Diversity
Adams ES	15.7%	6.9%	25.8%	16.2%	7.6%	25.9%
Garfield ES	52.2%	10.4%	49.8%	54.1%	10.3%	52.3%
Hoover ES	14.3%	6.4%	39.5%	15.3%	6.9%	38.3%
Jefferson ES	22.4%	16.6%	23.4%	26.4%	17.4%	24.0%
Lincoln ES	41.9%	9.1%	41.5%	41.4%	9.1%	41.7%
Mountain View ES	36.5%	9.4%	22.4%	35.5%	9.5%	22.3%
Wilson ES	42.2%	8.7%	35.8%	42.5%	7.9%	35.9%
Cheldelin MS	25.6%	8.6%	28.3%	25.3%	9.0%	27.7%
Linus Pauling MS	36.5%	13.1%	34.9%	37.3%	13.0%	35.7%
Corvallis HS	28.1%	9.2%	34.4%	28.4%	9.6%	35.2%
Crescent Valley HS	19.1%	10.5%	30.0%	19.4%	9.9%	29.5%

Student Information System from October 2019. Capacities based on number of classrooms multiplied by the number of students planned per classroom (25 for elementary and 28 middle/high) multiplied by 85% to account for specialized instruction and prep periods as defined in the Long Range Facilities Plan. Current planning capacity includes modular classrooms. Current counts include out-of-district students and exclude students attending Franklin K-8 and Muddy Creek Charter. Dual Language Immersion (DLI) and WINGS/LifeSkills students are accounted for in their attending schools rather than where they reside. ELL is "English Language Learner." Racial Diversity is calculated as the percent of non-white students, based on the Race/Ethnicity attribute in the SIS.

Attendance Area

Existing

Meeting 12/17 Scenario

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Attendance Area

Sprinboard

Meeting 12/17 Scenario

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Attendance Area

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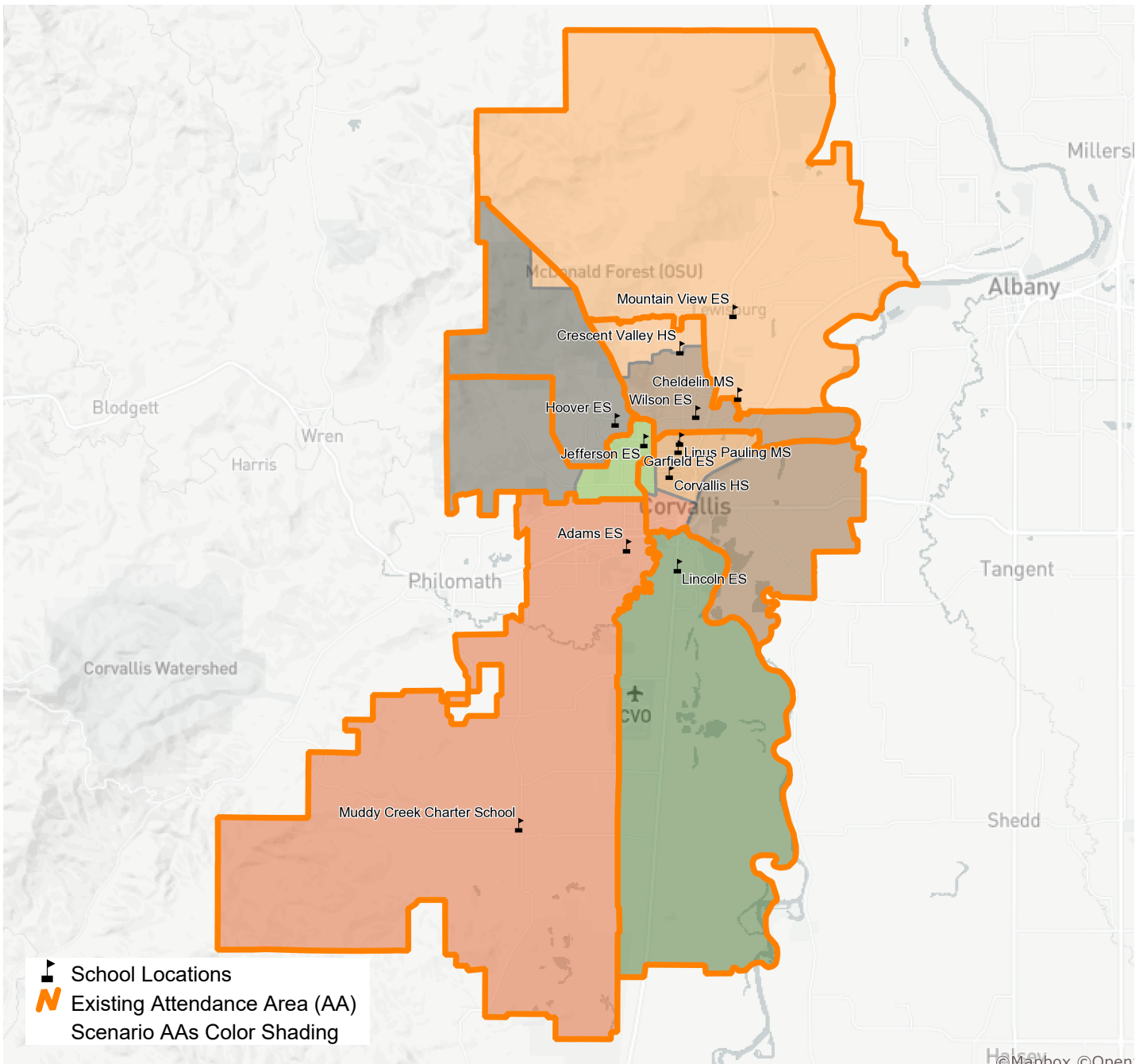
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Detailed Summary Statistics

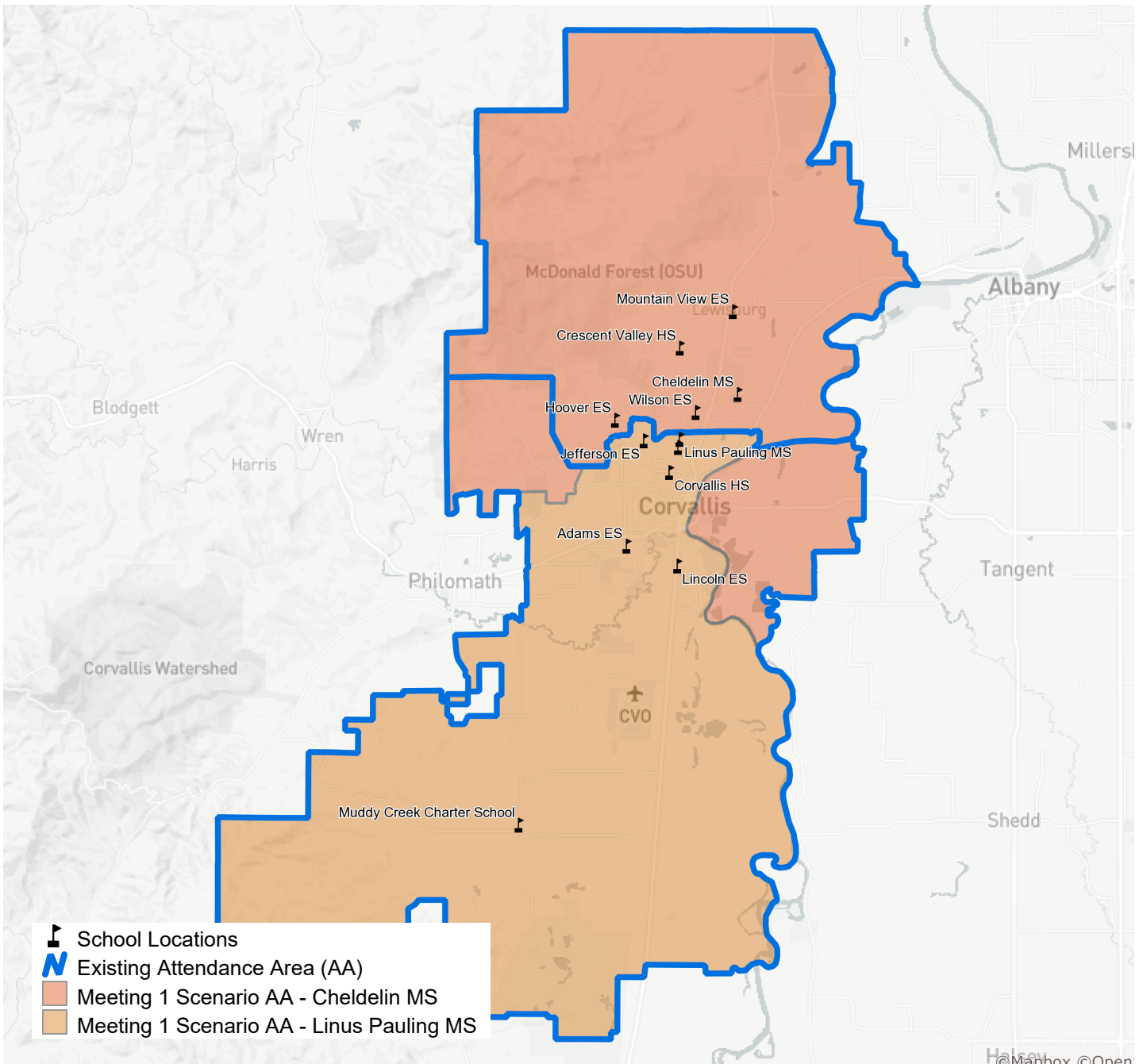
DRAFT -- Subject to change based on continuation of the boundary review.
01/03/2020



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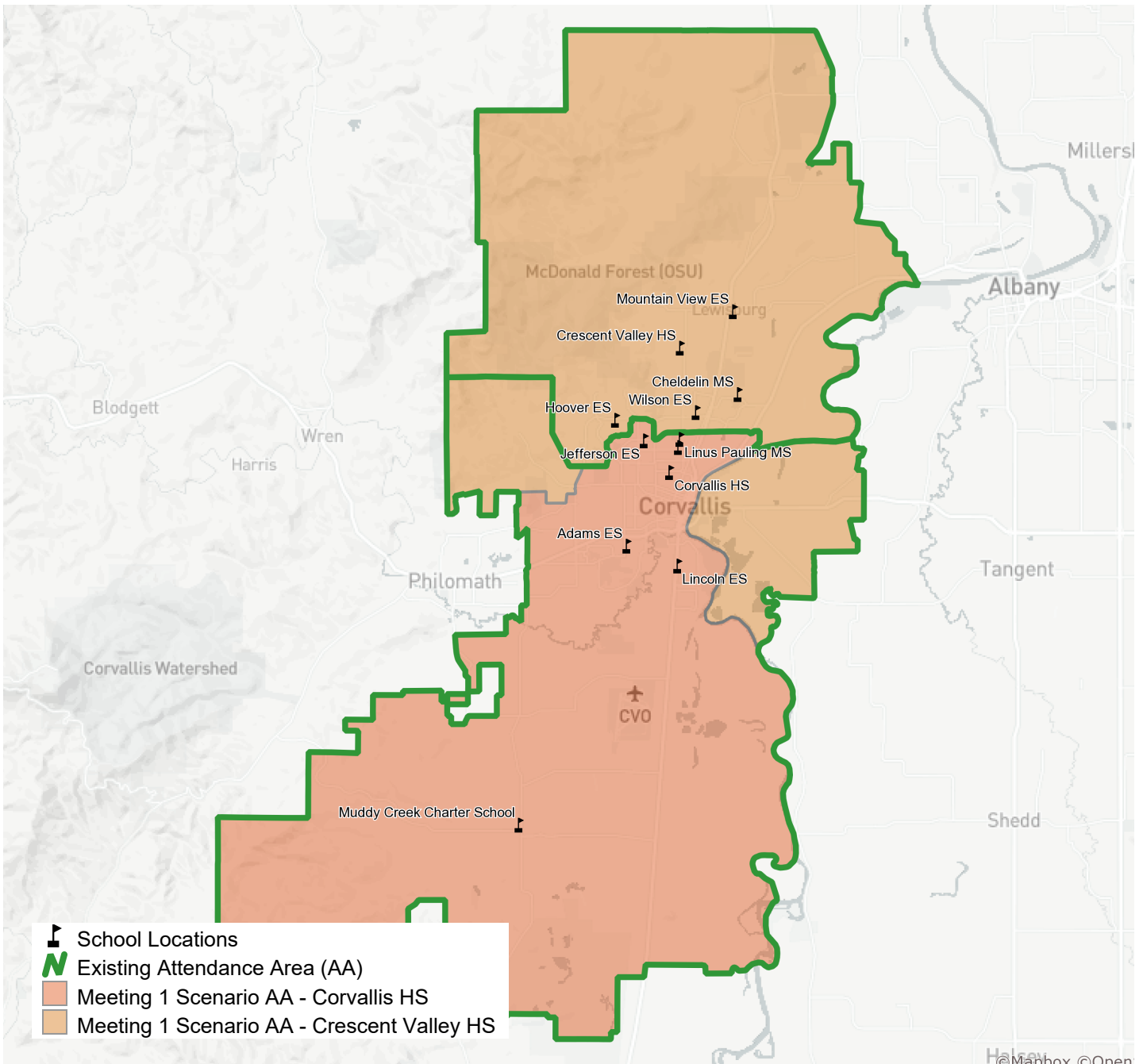
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