

## Boundary Review Task Force Work Session Notes

March 3, 2020; 6:00-8:00 pm

Western View Center

1435 SW 35<sup>th</sup> Street; Corvallis, OR 97333

x	Seema Bharwani, Garfield Elementary	x	Ryan Noss, Superintendent
x	Whitney Buckley, Jefferson Elementary	x	Melissa Harder, Assistant Superintendent, Task Force Staff Liaison
	Cheryl Churchek, Wilson Elementary		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		Erika Cook, Assistant to Assistant Superintendent
x	Denise Hughes-Tafen, Lincoln/Linus Pauling	x	Brenda Downum, Communications Coordinator
	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	x	Marcianne Koetje Rivera, Equity Coordinator
x	Ben McLuen, Adams Elementary/LPMS	x	Jennifer Axelrod, FLO Analytics
x	Ana Maria Moreno, CHS/CVHS	x	Jen Elstrott, FLO Analytics
x	Yan Wang, Hoover Elementary		Eric Sack, FLO Analytics
x	Chris Young, Wilson Elementary		
x	Jason Young, Franklin K-8/CHS		Principals and other attendees: Alicia Ward-Satey, LPMS Principal; Nikki McFarland, HS Teaching & Learning Coordinator; Vincent Adams, Board Member; Beth Martin, Principal, Adams, Matt Boring, Principal CHS, Anna Marie Gossler, Principal, Hoover, Becky Weeks, Transportation coordinator, Jay Conroy, Board Member

### I. Introductions and Meeting Norms

Assistant Superintendent Harder introduced School Board members in attendance including Vince Adams, Jay Conroy, and Sarah Finger McDonald and Superintendent Ryan Noss. After committee self-introductions, meeting norms and the guiding principles document were reviewed.

The approval process for the boundary adjustment was outlined in the slide presentation. Taskforce members were reminded that they are welcome to attend the March 5, 2020 school board meeting and if interested, may make a public comment to share their own thoughts on the boundary review process.

### II. Open House Feedback

The committee received about 190 comments and individual letters and emails for review since Open House #2. Taskforce members were asked to spend a few minutes discussing that feedback in groups of two and three and then share out the themes.

Feedback themes included the following:

- Not making changes now, looking at transfers
- Families value sense of community and existing modes of transportation (walk/bike)
- Families and want to maintain cohorts and friends
- Changes are only focused on Jefferson and LPMS and the transition
- Many comments were about district transfer policy and inter-district transfers and the feeling that the order of the process was not done in the right order
- Questions about the implementation of new boundaries, address 8th - 9th grade transition
- Appreciation for addressing overcrowding at LPMS
- This feels like gerrymandering
- Concerns about school provided transport and the length of bus rides and the overall length of the school day
- Concern about the potential impact on property values
- Program impact on enrollment due to DLI

**Questions the Task Force has from community feedback:**

Bus ride length

Why were elementary school boundaries no longer considered?

What is the building capacity at LPMS (how do programs impact capacity?)

Is the population bubble that significant?

Reasons for accepting students from out of district

Is there address verification for enrollment?

Might the Life Skills be spread to more buildings?

Could we encourage 5th graders at Wilson to continue to Cheldelin with their Wilson cohort?

Why are there two elementary schools doing DLI? Can they be consolidated?

Because of policy, will boundary changes work?

Did the long-range facilities plan consider the capacity issue?

Why Jefferson? Will it result in meaningful change?

Have changes to Jefferson boundary in the past been effective?

What about Franklin? Why isn't it part of the discussion?

**Additional information provided during Q&A**

Bus ride length depends on where students live. The district transportation standard is to limit bus ride time (seat time) to a maximum of 60 minutes. A rough estimate of the maximum bus ride time from Oak Creek neighborhood to Cheldelin is 43 minutes and to CVHS is 60 minutes.

The DLI program is at capacity at both elementary schools and can not be consolidated. A total of 39 students who do not live in the LPMS boundary attend LPMS due to the DLI program.

### III. Overview of Transfers and Transfer Policy Review

Assistant Superintendent Melissa Harder shared current data about student enrollment at Linus Pauling of students who do not live in the LPMS neighborhood boundary. The review included “non-program placement” transfers. These instances include out of district transfers into the DLI program, students who are navigating homelessness and who, by federal law, are offered continuation at their home school. Data details are available in the [slide presentation](#).

Transfer policy revisions will be presented to the school board at the March 5, 2020 meeting. This will be a first reading by the school board. Details are available in the board meeting packet online and highlights were presented in the [slide presentation](#).

Transfer practices will also be scrutinized to ensure that addresses are verified at kindergarten, 6th, and 9th grades.

Additionally (not in the slide presentation) Assistant Superintendent Harder presented projected enrollment data by school for the next six years. This is data compiled this week and reflects February 2020 enrollment counts. If we do nothing with boundary changes, these are the projected enrollment totals for each middle school.

School Year	Linus Pauling Total Enrollment	Cheldelin Total Enrollment
2019-2020	804	616
2020-2021	834	596
2021-2022	841	548
2022-2023	861	562
2023-2024	882	566
2024-2025	850	573
2025-2026	819	532

Committee members discussed the difference in enrollment totals and the impact that would have on students at each school.

Questions generated from the feedback were addressed in a question and answer period.

#### **IV. Scenario Modeling as a Group**

The group was asked to consider the scenario presented at the open house #2. They were invited to offer alterations to the boundary line based on the earlier discussion. The first suggestion was a request to consider the option of making no change to the boundary until policy and practices are “fixed”.

Committee members discussed concerns about proceeding with a boundary adjustment recommendation. A counterpoint was shared that to do nothing about a boundary change will have a negative impact on students as well.

The committee spent 40 minutes deliberating possible adjustments to previous scenarios. There is concern that the boundary adjustment put forward at the Open House #2 does not have a big enough impact.

- A proposal was put forward to recommend no boundary change to the superintendent and to recommend that the district address policy and process. A task force could be convened next year based on those enrollment figures. Committee members were evenly divided in favor and opposed to this proposal.
- Superintendent Noss reminded task force members that he will need to take an adjustment proposal to the school board and acknowledged that a boundary adjustment is an emotional and difficult process.
- Transportation and cohort concerns are common among all task force members.
- The task force discussed the possibility of forwarding one or two maps that have been considered in the process to the school board. There was consensus that only one map should be recommended.
- In discussion about which map should be forwarded for a recommended boundary adjustment, FLO facilitators acknowledged concern from two members that the current scenario does not have a big enough impact.

After another 25 minutes of discussion, the committee reviewed a new scenario that provides a slightly larger adjustment in projected enrollment changes of Jefferson students moving to the Cheldelin and Crescent Valley boundary area.

- The new line was drawn and FLO ran summary statistics so committee members could analyze the impact.
- There was consensus to forward the new scenario to the Superintendent.

## **V. Task Force Implementation and Recommendations**

Task Force implementation Ideas:

1. Students currently at LPMS (grades 6, 7, and 8) should be able to continue to CHS if the boundary changes.
2. Only allow non-native Spanish speakers to enroll in DLI at kindergarten.
3. Change the transfer policy so that the DLI path K-12 is NOT guaranteed to non-resident transfers.
4. Implement boundary changes in 2020-21 for students entering grade 6 for optimal effect.
5. Jefferson students impacted by middle school boundary adjustments should be offered a transfer priority to Hoover.
6. Students in the LPMS boundary area given priority in the lottery for Franklin
7. Offer incentives to encourage students to transfer to Cheldelin Middle School

## **VI. Closing remarks**

This is the final meeting of the Boundary Review Task Force. Superintendent Ryan Noss expressed his appreciation to task force members for their investment in this process. He will be preparing a recommendation report that will be submitted to the Corvallis School Board on March 5, 2020 for a first reading. The school board will be asked to vote on the boundary adjustment at their April 9, 2020 meeting.