

Boundary Review Task Force Work Session Notes
 December 10, 2019; 6:00-8:00 pm
 Western View Center
 1435 SW 35th Street; Corvallis, OR 97333

	Seema Bharwani, Garfield Elementary	x	Ryan Noss, Superintendent
x	Whitney Buckley, Jefferson Elementary	x	Melissa Harder, Assistant Superintendent, Task Force Staff Liaison
x	Nina Erlich-Williams, Linus Pauling/CHS	x	Olivia Meyers-Buch, Director of Finance and Operations
x	Annalena Hukari, Garfield Elementary/CHS	x	Erika Cook, Assistant to Assistant Superintendent
	Denise Hughes-Tafen, Lincoln/Linus Pauling		Brenda Downum, Communications Coordinator
x	Greg Hyde, Linus Pauling/CHS (parent & LPMS assistant principal)	x	Sarah Finger McDonald, School Board Liaison
x	Megan McQueen, Jefferson Elementary/Linus Pauling	x	Amy Lesan, Elementary Teaching & Learning Coordinator
x	Ben McLuen, Adams Elementary	x	Marcianne Koetje Rivera, Equity Coordinator
	Ana Maria Moreno, CHS/CVHS	x	Cheryl Churchek, Interpreter (Spanish)
x	Yan Wang, Hoover Elementary	x	Jennifer Axelrod, FLO Analytics
x	Chris Young, Wilson Elementary	x	Jen Elstrott, FLO Analytics
x	Jason Young, Franklin K-8/CHS		
	Schools not yet represented (no applications received) Adams, Mountain View, Cheldelin	x	Principals in attendance: Jennifer Still, Jefferson; Eric Wright, College Hill, Alicia Ward-Satey, Linus Pauling

Background materials were presented in a presentation that will be published to accompany these notes on the district web page.

I. Welcome and Introductions

Task force members were welcomed, followed by a discussion of roles and responsibilities throughout the Boundary Review Process.

- FLO Analytics - Mapping, analytics and support of process
- District - Oversight and support for questions
- Task Force Members - Community insights and input
- Community – Engagement

Meeting Norms:

1. Be present.
2. Keep the needs of all of the students at the center of the discussion and stay in a solution mindset.
3. Speak your truth and speak for yourself, not others, both inside and outside of our work sessions.
4. Listen to learn and understand, not to win.
5. Assume positive intent and respect the thinking of others.
6. Respect the agenda, time frames, our shared air space, and our process.
7. Remember that this is an iterative process, designed to evolve over time, given input from all participants.
8. Seek consensus.

II. Need for Boundary Review

Superintendent Noss provided an overview of the need for a boundary review. The charge of the task force, timeline and guiding documents for the task force was discussed.

1. Charge of the Task Force and timeline

- Identify, refine and review proposed updates to boundary areas for balances enrollment beginning in the 2020-21 school year
- Engagement with public at open houses
- Provide recommendation to the Superintendent

2. Guiding Principles

- Consider individual school capacities
- Consider socio-economic factors, linguistic, and racial diversity within schools
- Create evenly balanced enrollment at middle schools
- Minimize disruption and impacts to special programs or special populations
- Make efforts to maximize and maintain proximity

3. Equity Look Fors

The purpose of the District's Equity Look Fors is to create authentic participation by creating a space where parents can be themselves. Creating a safe space means designing a meeting structure that welcomes and empowers all voices and perspectives.

III. What to Expect During the Boundary Review Process

The Boundary Review webpage was previewed. Community input and feedback will be gathered via an online form, synthesized by district staff, and presented to the task force during work sessions. The task force will assist in identifying which questions seem most relevant for the Frequently Asked Questions page on the Boundary Review web page.

IV. Breaking the Ice

Attendees were invited to share their vision of success and concerns about the process in small group discussions. Themes of those discussions included the following:

1. Vision of Success
 - a. Creation of balanced and equitable school zones.
 - b. Creation of balance to the system while keeping disruption to a minimum.
 - c. Participation in a community process.
 - d. Ensuring that schools are places for students to feel safe, known and heard.
2. Concerns about Process:

- a. Will balanced and equitable school zones be possible with unbalanced neighborhoods?
 - b. Ensuring that equitable opportunities are created at all schools.
 - c. Concerns about over-crowding at LPMS and CHS.
 - d. Definition of “success” is subjective.
 - e. Concern about widening demographic gaps unintentionally.
 - f. Geographic impacts on families.
 - g. Disruption to students.
 - h. Creation of buy-in from the community, how to engage the community.
3. What is a contribution that we can count on from task force member contributions?
 - a. Voice for diversity and bridging gaps in the process.
 - b. Experience with student in DLI programs.

V. Enrollment Assessments Review

Enrollment forecasting, attendance patterns, and City of Corvallis Planning and Development data were presented as background information for the work ahead.

VI. Key Messages from Meeting #1

The Boundary Review Task Force came together as a group to learn more about each other, talk about guiding principles for this work, and the learn about the charge of the task force. The BRTF looked at some of the data that will help to guide decisions including community engagement survey data and enrollment patterns and forecasting.

The next meeting will take place on December 17, 2019 from 6:00 – 8:00 pm at the Western View Center.