1.0 Welcome and Introductions (Assistant Superintendent)
Assistant Superintendent Schiele opened the first meeting of the Boundary Review Committee at 6:08 p.m. She welcomed and thanked everyone for their participation on the committee. She noted that Dr. Lora de la Cruz had hoped to provide opening remarks and thank everyone, but is unable to be here. Dr. Schiele explained that the goal of the committee is to develop a recommendation that will minimize negative impacts and optimize positive outcomes so that we can continue to meet our strategic goals and our mission.

2.0 Need for the boundary review (Assistant Superintendent)
Assistant Superintendent Schiele explained that enrollment at both Oak Creek and River Grove are larger than desired, and new programs, such as our innovation labs at each elementary school, have created demands for additional capacity in most elementary schools. Last year, the Elementary Task Force recommended a Boundary Change. Based on enrollment imbalance and new programming, we are reviewing boundaries. Any changes that are recommended will be implemented for the 2020-21 school year.
3.0 Boundary review process (FLO)
Dr. Schiele introduced McKay Larrabee from FLO Analytics who will be the facilitator for the boundary review committee meetings. FLO Analytics works with school districts and others doing forecast work and boundary reviews.

a. Schedule
Several meetings have already taken place with district staff to prepare the groundwork for our committee meetings. There will be 4 meetings before our first open house. The open house will be for the committee to be front and center and present to the community what has been discussed. It is important to listen to what the community has to say from what is gathered at the open house as well as feedback we receive online. At our 6th meeting we will do more scenario modeling. By our second open house, we would like to have a real look at the recommendations we would like to present to the Superintendent. At our last meeting on March 11th, we will listen to feedback from the second open house and present our recommendation to the Superintendent on that day. The Superintendent will bring the recommendation to the school board and they will hear public testimony and will vote on April 27th.

b. Roles/responsibilities
The committee will provide community insights and input and the open houses are places where community members can feel like part of this group. District oversight provides bookends, helps set us up for success, and answers questions.

Q. How does this information go out to parents?
A. Ms. Larsen said that it would go out every week in the current and be posted on the district website.

c. Committee charge and guiding principles
These will be read at every meeting.

Q. Since the district has decided to review boundaries every five years, is this time span from 2020-2025? Do we assume in 2024 we start talking about boundary review again?
A. Yes, it is for this coming school year and beyond. Before we reconvene another committee, we will look to see if our schools are out of balance.

Q. If the secondary boundary is not going to change, does that mean we are shuffling between north and south borders?
A. It is the district’s direction that we do not want to change any secondary boundaries. Boundaries are only one piece of this puzzle and programs will also be considered.

d. Equity and Inclusion
Please review the Equity and Inclusion questions before the next meeting. Keep these questions in the back of your mind as we look at our scenarios.

e. Working committee meetings
Meeting minutes will be taken at each meeting and key actions reviewed at the end of the meeting. We would like to have the minutes posted shortly after the meeting for the public
to view. The committee agreed. The minutes will still be reviewed at the next meeting and any changes will be noted.

Most of the meetings will consist of working groups and segregated between southern/northern. At the end of the meeting, scenarios will be presented, we will try to gain consensus, and then vote. Our focus will be data driven and as objective as possible. We want to rely on data to make informed decision rather than emotion.

f. Open houses
   This is a chance for the committee to come before the community and share our work. The community will have an opportunity to review maps and ask questions.

Q. Will there be time for public comment?
A. There is an on-line public comment form that will be open for 7 days before/after each open house. There will also be stations at the open house where the community can complete feedback about the open house and look at the interactive maps. There will also be a link on the website to ask questions or provide comments. Once the recommendation reaches the school board, there is an opportunity for public comment as well. On March 30th, the Superintendent will submit our recommendation or a modification of the committee's recommendation to the school board and there will be an opportunity for public comment. On April 13th, there will also be an opportunity for public comment before the school board votes on April 27th to act on the recommendation.

Feedback provided before/after the open houses will be presented at meeting 5 and meeting 7. Director Larson said she will create an email address and share with the principals to include in their newsletter. Refer the community to the LOSD website for information on the boundary work.

g. Meeting Norms
   The meeting norms were reviewed.

Break for 10 minutes and Ice Breaker Discussion

4.0 Community Survey Results (Director of Communication)
   A survey went to all parents the last week in October. It consisted of 4 questions. Of all respondents, each had at least 1 student in elementary school. Our enrollment has been flat for the last 5 or so years. Our enrollment has not skyrocketed. We are just imbalanced. We need to allow a buffer for fluctuations in enrollment.

5.0 Enrollment Assessment (FLO)
   a. Student enrollment assessment
      Maps of the district overview and student density were reviewed.

      Q. Has new construction been considered in these maps?
A. Yes. We work with the current student population and we also look at where construction is taking place so we have room to grow and change.

The Residence-Attendance Matrix shows where the students live and where the students attend school. The committee reviewed the data from Lake Grove which has a high transfer in rate but a low transfer out rate. That will affect some of our modeling. Lake Grove has 40 students in the Access program which is a big part of the Lake Grove community. Sometimes siblings of students in the Access program will transfer to Lake Grove as well.

Enrollment patterns were reviewed. When we look at students in a program, wherever that program is, that is where those students will attend (in the scenario modeling).

b. Enrollment forecast and land use review

Enrollment forecasts are attendance based and are used as guidelines.

Q. How is the development data complied?
A. We use the student generation rates from the PSU Forecast based on data from Lake Oswego. PSU also differentiates family units such as multi-family units and single-family units.

The trend is for flat enrollment.

Q. Will we be given information on each building capacity?
A. Yes. We will look at school capacity at our next meeting.

Q. Will we also look at staffing?
A. Yes, staffing is included in the capacity assumptions.

Q. Can capacity information be integrated into this enrollment patterns chart?
A. Yes. We will provide information on capacity in the chart.

The 10-year forecast is for greater growth at Lake Grove. This is attendance based and any movement on programs will change this.

Q. When was the forecasting done?
A. In 2018. PSU has a ton of local information and the metro region has massive amounts of data.

Q. Can we see the forecast from 10 years ago and what the actual growth was to compare?
A. There was a period when we were declining every year so regular forecasts were not resumed until 2012. PSU has done all the forecasts except for one year with Davis Demographics which ended up being very optimistic. We will post the 2018 PSU forecast report on the landing webpage.

6.0 Committee scenario options and bookends (FLO)

Lake Oswego’s policy states that as a student, you go to the school you are in the attendance area of.

Program based boundaries include language immersion, Delta, Pathways, and Access. We have 166 kids in Spanish immersion. Palisades is not an option for this program because it is not retrofitted. All Spanish immersion students will stay together. Uplands is an option to move
the program there. Spanish immersion students are integrated in all school activities. Uplands is not going to be used as a swing site next year and won’t be until after the 2nd bond is passed. So the District is looking at spreading out the Hallinan remodel over 2 years so they will not have to move twice.

- The committee was in favor of discussing the option of moving the Spanish immersion program
- The committee was not in favor of discussing an early learning center
- The committee was not in favor of moving 5th graders to a pre-middle school center
- The committee was in favor of implementing a second strand of ACCESS in another building

7.0 Wrap up and next meeting (FLO)
The meeting minutes will be posted on the landing webpage and will be reviewed at the beginning of the next meeting.

Meeting adjourned 8:13 p.m.