Boundary Task Force

Meeting #3



LEARNING FOR A LIFETIME

SALEM•KEIZER PUBLIC SCHOOLS

Meeting Agenda

6:00 – 6:05 pm	Welcome and New Members
6:05 – 6:10 pm	Review: Task Force Process and Purpose
6:10 – 6:20 pm	Work Group Trends and Updated Resources
6:20 – 7:35 pm	Work Group Time
7:35 – 7:55 pm	Work Group Reports
7:55 – 8:00 pm	Meeting Schedule / Questions

Note: Future meetings will be heavier on the work time as we continue to understand and engage in the process within each future meeting.

Review: Boundary Review Task Force Purpose and Process

Boundary Review Task Force: What's in Our Lane? What isn't?

IN THE LANE · Task Force CONSIDERS AND/OR SHAPES

- Equitable Proximity
- Splits in Feeders
- Demographic & Equity Impacts
- Community Feedback
- Boundary Scenarios
- Advantages, Disadvantages, & Trade Off's

→ Boundary recommendation

ALONGSIDE THE LANE · BTF CONSIDERS THE IMPACTS; THE DECISION HAPPENS ELSEWHERE

- Capacity implications of boundaries
- Equity Goals of the Board (EL-10)
- Enrollment Forecast
- Walk & Transportation Zones

OUT OF THE LANE · OFF THE ROAD: HANDLED BY OTHER DISTRICT PROCESSES

- Program placement
- Classroom Staff Ratio / Class sizes
- Future bond, building design, location, or changes
- Transportation Routes & Bus Stops
- Placement of District Staff
- Which schools close & what happens to them

Guiding Principles

Allow adequate room for required programs and anticipated growth within each school's capacity

- With a district-wide perspective, consider growth trends and enrollment projections to safeguard the likelihood that 2027/28 to 2035/36 enrollment at affected schools reside in the **green** zone of enrollment projections for the school and the attendance feeder system

Monitor Equity to align with board goals & current districtwide demographics

- Students of color
- Students with disabilities
- English language learners
- Students experiencing poverty

Provide continuity in school assignments for students, families, and schools

- Consider feeder system impacts and percent of population in split feeders to minimize the disruption to existing feeder systems
- Consider how changes will affect students currently attending a particular school

Boundary Modeling

School Enrollment / Capacity = Utilization

0%	1.0% to 60.0%	60.1% to 70.0%	> 70.0%

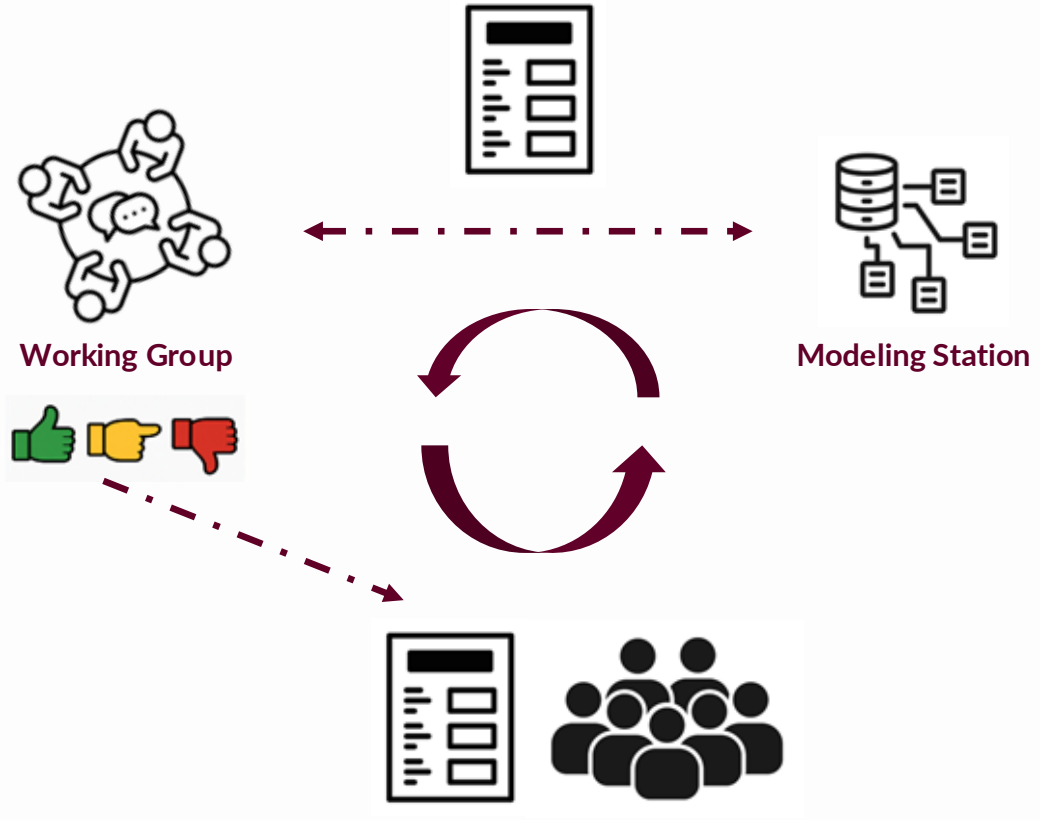


Reminder: We are not attempting to fix boundaries across the entire district, just in the affected schools/areas at this time.

Workstations

There are 3 workstations

1. Take worksheets / proposal to any station to have it modeled
2. One group member verbally present it – we are recording this.
3. Technician will run the new scenario and provide updated enrollment, utilization, and equity data.
4. Workgroup reviews outcome
5. Continue to review
6. When there is consensus, a new baseline is established
7. Continue to review until the workgroup has established a final proposal for technical review by district staff



Note: This process continues for further refinement with or without consensus on each scenario until the group says they are done. Consensus could create a new base scenario from which the group will continue to work and refine.

Worksheet

Fill out worksheet:

1. Closure school name

2. Describe the change and thoughts about how it may improve the boundary

3. Fill in the planning area(s) to be added/removed and related enrollment data. Add to baseline enrollment data to check for potential fit to capacity.

Take proposal to a workstation as a group and have one TF member verbally present it – we will record the proposal and outcome.

Review results.

School Name: _____

Description: _____

_____

_____

_____

Boundary Changes

	ID#	2027/28	2030/31	2035/36		To	From
Change Area							
Change Area							
Change Area							
Change Area							
Change Area							
Change Area							
Change Area							
Change Area							
Change Area							
	School Total						
	School Total						
	School Total						
	School Total						

Boundary Review Task Force

The Task Force will operate using a **consensus model**.

Members collaboratively develop and agree to support boundary recommendations that are in the best interest of the District and the broader community.



- **Thumb up = I agree with this**



- **Thumb sideways = I can live with this**



- **Thumb down = I disagree with this**

Consensus is not 100% agreement

Reaching consensus is a cooperative process where individuals can voice their preferences, thoughts, and opinions in the development of recommendations that can be supported, even if an individual may have made a different recommendation.

Workgroup Trends and Additional Resources

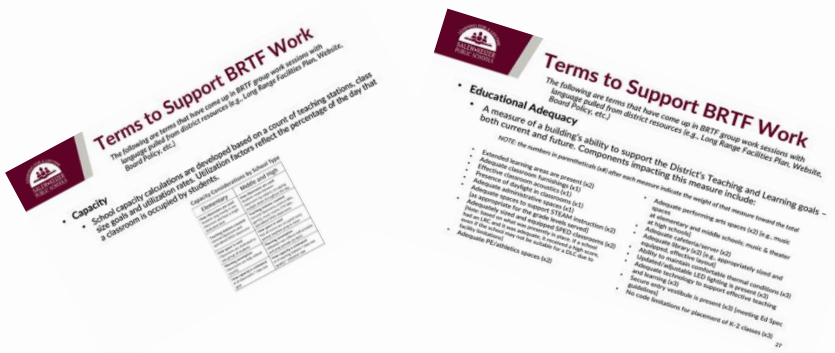
Trends from Last Week's Meeting

LAST WEEK:

- Groups dived deeply into data-sets and **began what-if discussions very quickly**
- Many groups **asked to see data for schools not on their initial table-views**
- There were questions regarding the **detail of what went into projections** (i.e. housing projections/residential developments)
- Some questions regarding **clarification of terms** (e.g. capacity)

At your tables, tonight, you have…

- Terminology - addressing language and asks from Meeting #2
- Access to data for additional schools outside of your initial views
- Methodology (Housing incorporation into projections) overview from Flo Analytics



Grade Group	School	Planning Capacity	Current Attendance Areas 2026–27 Enrollment	+/–	Utilization	Future Capacity	Proposed Attendance Areas 2027–28 Enrollment	+/–	Utilization	2030–31 Enrollment	+/–	Utilization	2035–36 Enrollment	+/–	Utilization
K–5	Candalaria ES	394	225	-169	57%	0	0	0	—	0	0	—	0	0	—
K–5	McKinley ES	407	249	-158	61%	407	263	-144	65%	252	-155	62%	256	-151	63%
K–5	SalemHeights ES	501	229	-272	46%	501	395	-106	79%	379	-122	76%	400	-101	80%
K–5	Schirle ES	590	294	-296	50%	590	437	-153	74%	430	-160	73%	438	-152	74%
6–8	Crossler MS	958	776	-182	81%	958	688	-270	72%	614	-344	64%	581	-377	61%
6–8	Leslie MS	905	659	-246	73%	905	656	-249	72%	557	-348	62%	549	-356	61%
9–12	South SalemHS	2,203	2,170	-33	99%	2,203	2,127	-76	97%	2,028	-175	92%	1,826	-377	83%
9–12	Sprague HS	2,224	1,611	-613	72%	2,224	1,590	-634	72%	1,538	-686	69%	1,385	-839	62%

Notes

0% | 1.0% to 68.0% | 68.1% to 78.0% | > 78.0%

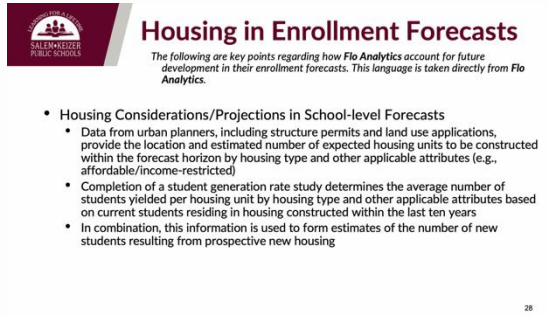
Capacity values omit PreK classrooms.

Current Attendance Areas columns represent October 2026 headcount enrollment and the 2026–27 attendance areas.

Proposed Attendance Areas columns represent forecasted October headcount enrollment based on the scenario attendance areas.

Sources

Salem-Keizer Public Schools October 2026–27 headcount enrollment and school capacities. FLO October 2027–28, 2030–31, and 2035–36 headcount enrollment forecasts (2025–26 base-year middle scenario).



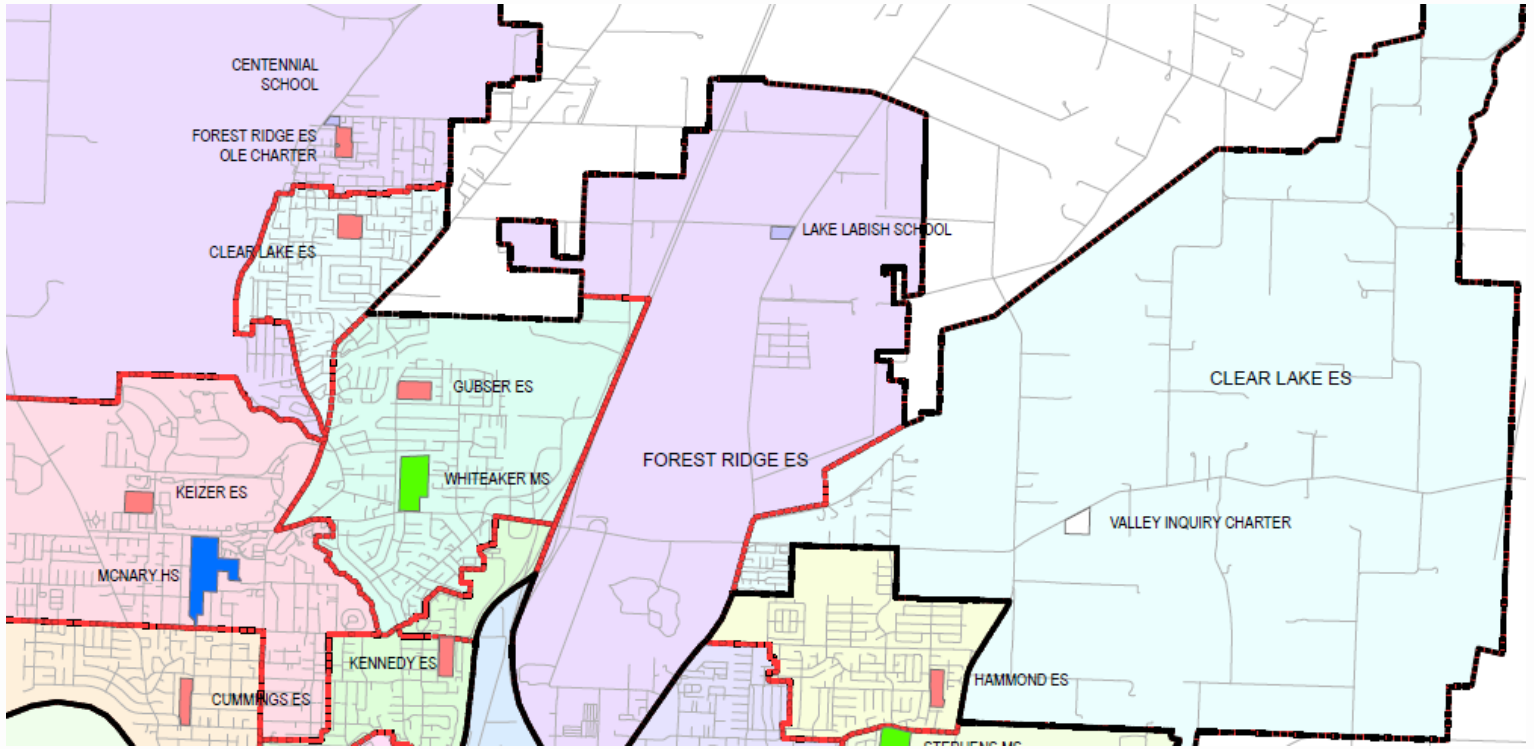
Additional Insights

The following are intended to provide some context and insights from the district given their work that has led to your current proposed boundaries.

1. Seek to move students to buildings with greater educational adequacy (e.g., discussion and considerations for McKinley)
2. We know we will need to revisit this process in the next few years. Given that, we wanted to minimize the impact on student transitions over time. The desire to not disrupt kids twice largely influenced the current baselines you are discussing
3. There were additional desires to maximize the use of walk zones to support students who may or may not choose to access buses

There is a natural tension between 2 and 3 and we want groups to continue diving in to support recommendations.

An Example:


CENTENNIAL SCHOOL
FOREST RIDGE ES
OLE CHARTER
CLEAR LAKE ES
LAKE LABISH SCHOOL
GUBSER ES
FOREST RIDGE ES
CLEAR LAKE ES
WHITEAKER MS
KEIZER ES
VALLEY INQUIRY CHARTER
MCNARY HS
KENNEDY ES
HAMMOND ES
CUMMINGS ES

Tonight's goal is…

- Come to consensus on ***at least* 1 boundary proposal as a result of your group's discussion** (even if it is keeping an area of your starting boundary proposal)
  - Your work needs to align with the guiding principles and the *What's in Your Lane* documents alongside the data

Work Group Updates

Note: 3-4 minutes per spokesperson

- What did you do?
- What did you find out?
- Where did your group have the most agreement, tonight? Where did your group have the most disagreement?
- What do you need?

Work Groups



Working Groups

- Brush College
- Candalaria
- Cummings
- Englewood
- Liberty
- Richmond

Note: Each group needs to designate a spokesperson to share today's progress with the entire Task Force at close of meeting.

Work Group Time

Time Check

30 minutes remaining

Time Check

15 minutes remaining

Reminder: Each group needs a spokesperson for each work group to share today's progress with entire Task Force at close of meeting.

This representative will need to be ready to share out:

- What did you do?
- What did you find out?
- Where did you have the most agreement, tonight? Where did you have the most disagreement?
- What do you need?

Work Group Updates

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Meeting Schedule

Boundary Review Task Force Calendar

1	2	3	4	5	6	7	8
OCT	NOV	NOV	NOV	DEC	DEC	DEC	JAN
26	4	12	23	3	7	17	7
Monday	Wednesday	Thursday	Monday	Thursday	Monday	Thursday	Thursday
			2026				2027

All meetings: **6:00 to 8:00 pm**

To Print for BRTF Meeting #3 as Table Resources

Terms to Support BRTF Work

The following are terms that have come up in BRTF group work sessions with language pulled from district resources (e.g., Long Range Facilities Plan, Website, Board Policy, etc.)

- **Capacity**
  - School capacity calculations are developed based on a count of teaching stations, class size goals and utilization rates. Utilization factors reflect the percentage of the day that a classroom is occupied by students.

Capacity Considerations by School Type

Elementary	Middle and High
How classrooms are used Students stay mostly in one classroom and have a single dedicated desk	**How classrooms are used** Students rotate between classrooms by subject, occupying multiple desks throughout the day
Teaching stations counted General classrooms and specialized SPED classrooms	**Teaching stations counted** General classrooms, science labs, gym(s), music rooms, CTE labs, specialized SPED classrooms
How space is used Classrooms are dedicated to one group of students	**How space is used** Not all rooms are occupied every period; teachers prep in room
Planning assumption Classrooms are fully utilized (100%)	**Planning assumption** Utilization rate reflects bell schedule and prep periods (75-85%)
How capacity is estimated # of classrooms * class size goal	**How capacity is estimated** # of teaching stations * class size goal(s) * utilization rate

Terms to Support BRTF Work

The following are terms that have come up in BRTF group work sessions with language pulled from district resources (e.g., Long Range Facilities Plan, Website, Board Policy, etc.)

- **Educational Adequacy**
  - A measure of a building's ability to support the District's Teaching and Learning goals – both current and future. Components impacting this measure include:

NOTE: the numbers in parentheticals (x#) after each measure indicate the weight of that measure toward the total

- Extended learning areas are present (x2)
- Adequate classroom furnishings (x1)
- Effective classroom acoustics (x1)
- Presence of daylight in classrooms (x1)
- Adequate administrative spaces (x1)
- Adequate spaces to support STEAM instruction (x2) [as appropriate for the grade levels served]
- Adequately sized and equipped SPED classrooms (x2) [*Note:* based on what was presently in place. If a school had an LRC and it was adequate, it received a high score, even if the school may not be suitable for a DLC due to facility limitations]
- Adequate PE/athletics spaces (x2)
- Adequate performing arts spaces (x2) [e.g., music spaces at elementary and middle schools; music & theater at high schools]
- Adequate cafeteria/server (x2)
- Adequate library (x2) [e.g., appropriately sized and equipped, effective layout]
- Ability to maintain comfortable thermal conditions (x3)
- Updated/adjustable LED lighting is present (x3)
- Adequate technology to support effective teaching and learning (x3)
- Secure entry vestibule is present (x3) [meeting Ed Spec guidelines]
- No code limitations for placement of K-2 classes (x3)

Housing in Enrollment Forecasts

*The following are key points regarding how **Flo Analytics** account for future development in their enrollment forecasts. This language is taken directly from **Flo Analytics**.*

- Housing Considerations/Projections in School-level Forecasts
  - Data from urban planners, including structure permits and land use applications, provide the location and estimated number of expected housing units to be constructed within the forecast horizon by housing type and other applicable attributes (e.g., affordable/income-restricted)
  - Completion of a student generation rate study determines the average number of students yielded per housing unit by housing type and other applicable attributes based on current students residing in housing constructed within the last ten years
  - In combination, this information is used to form estimates of the number of new students resulting from prospective new housing