

Boundary Advisory Committee
MINUTES
January 26, 2022
4:00pm-6:00pm

Members Present

Community Members: Monica Dittmer (Boys & Girls Club), Aricka Sprecker, GR Gordon-Ross, Allison Koonce, Alneata Barrett, Amy Miller (City of Lawrence), Nikki Perry, Carole Cadue-Blackwood

Lawrence Education Association (LEA): Lindsay Buck, Mindy Nickles

PAL/CWA: Ashley Eicholtz

District Administrative Staff: Dr. Larry Englebrick, Dr. Zachary Conrad, Kathy Johnson, Melissa Blevins, Amy McAnarney, Dr. Carissa Miles, Chalita Middleton, Quentin Rials, Samrie Devin, Ron May

Board of Education: Erica Hill, Kay Emerson

First Student Transportation: Eric Ahlander

Scribe: Erin Tarnowicz

I. Welcome

Dr. Larry Englebrick, Interim Chief Operations Officer, welcomed the group and reviewed the evening's agenda.

II. Initial Overview of BPEC Input

Kathy Johnson, Executive Director, Finance, shared that the Budget Program & Evaluation Committee's review of the latest boundary scenarios, including cost-analyses, is available on the district website (<https://www.usd497.org/Domain/8846>) and the USD497 YouTube channel. BPEC meets tomorrow, January 27, at 4:00pm to review the newest scenarios, including those presented to the Boundary Committee tonight. The Board of Education will tentatively have a work session with BPEC on January 31, 2022 to discuss all cost-savings scenarios, not only those related to building closures, and the tentative timeline is to then run the equity analysis tool over scenarios and other cost-savings proposals at the February 9, 2022 BPEC meeting.

III. Review of Requested Scenarios and Demographics

Dr. Zachary Conrad, Executive Director, Data & Technology, reviewed several updated and new boundary scenarios. Prior to reviewing individual scenarios, Dr. Conrad explained that three BPEC sub-committees suggested boundary changes - Elementary, Middle and ESOL. The Boundary Committee explored elementary scenarios first based on multiple criteria: 1) whether the building will require significant investment or has had the least amount of recent investment, 2) the size of the building and 3) potential for future capacity. Middle school scenarios were explored next, and options were limited to only LMCMS due to size constraints, and the ESOL committee's consideration was named Hillcrest due to busing.

A. Review of enrollment projections:

- a. Dr. Conrad reviewed a 20-year enrollment history from 2000-2001 through this school year and reiterated that funding is and has been based on these numbers. While some years show enrollment growth (i.e., 2015-2016), the overall trend is downward and was downward pre-pandemic. If one looks at grade cohorts and follows them from kindergarten to twelfth grade, the majority of any population gains are seen in 7th and 9th grades. Overall, though, the kindergarten class sizes remain relatively stable and carry through to twelfth grade.
- b. Dr. Conrad also reviewed live birth data for the county, as there is a moderate-to-strong correlation between live births and school enrollment five years later. In the data, he notes that as births decrease, so do the number of kindergarteners and thus, enrollment projections. Dr. Conrad is confirming with the state that live birth data is connected to the address at which the family resides and not where the birth takes place.

B. Pinckney scenario:

- a. This scenario modifies boundaries to move Broken Arrow and Pinckney students to surrounding schools. Broken Arrow was selected because it needs significant investment and did not have an extensive renovation as part of the 2013 Bond; Pinckney was selected due to its size and capacity (i.e., under 350 students). The scenario was not initially reviewed in depth due to 'messy' boundaries; however, it was brought back for review to ensure the committee considers all options.
- b. Changes: Pinckney transfers would return to home schools; boundary changes would send students to four schools:
 - i. Woodlawn - Woodlawn would be over the 85% threshold
 - ii. Cordley - Cordley would be over 85% threshold
 - iii. Hillcrest - Hillcrest would still have capacity
 - iv. New York - New York would still have capacity; New York students would need to travel through Woodlawn or Cordley district to get to New York
- c. Discussion: Students could not go to Sunset Hill, Deerfield or Hillcrest due to capacity issues resulting from other boundary changes. Many students moved to New York are within 2.5 miles and would need to walk.

C. Updated LMCMS scenario:

- a. In this scenario, LMCMS was selected based on size and capacity (only possible option).
- b. Changes:
 - i. Broken Arrow students will shift to Schwegler with space in Schwegler created via other boundary shifts in adjacent schools
 - ii. Moved additional students from LMCMS to West MS - West MS would be over 85% threshold

- iii. Moved additional students from West MS to Southwest MS - Southwest MS would be over 85% threshold
- iv. Billy Mills MS would expand into Broken Arrow, to include most of LMCMS students - Billy Mill MS + Broken Arrow combination would be under capacity
- c. Discussion: Additional transportation would likely be necessary and additional transportation costs would reduce cost-savings. This, and all boundary shifts, could lead to changes in crossing guard placement and/or availability. Crossing guards are a city expense, but the district works with the city on Safe Routes for Schools to determine need and placement.

D. Updated Hillcrest scenario:

- a. The ESOL sub-committee recommends maintaining cluster sites rather than redistributing students throughout the district as this would not produce budget-savings, as confirmed by BPEC; additional factors weighing into the maintenance of current inclusive model of instruction/support for students who are culturally & linguistically diverse (CLD) include:
 - i. Providing students that are CLD with equitable access grade-level content
 - ii. Normalizing a biography-driven CLD student experience (i.e., avoiding stigmas)
 - iii. Ensuring family and community support that is reflective and inclusive of its CLD families
 - iv. Maximizing support staff impact
 - v. Maintaining our staff ability to have a high impact through board-approved ESOL staffing ratios comparable to surrounding districts
- b. Changes:
 - i. ESOL Hillcrest students moved into four cluster sites: Sunset Hill, Schwegler, Sunflower and Cordley. In order for this to occur, other moves would also need to take place:
 - 1. Some Sunset Hill students would move to Quail Run to create space
 - 2. Some Quail Run students would move to Langston Hughes to create space
 - 3. Some students would move to Pinckney
- c. Transportation costs in this scenario would decrease, as students who don't qualify for transportation are able to get on busses already slated to pick up students who do qualify
- d. Discussion: Families do not choose to send students to cluster sites for a variety of reasons, including not wanting to leave their neighborhood school.

E. Broken Arrow singleton scenario:

- a. This scenario looks only at closing Broken Arrow without additional moves and was chosen because it has a capacity at or under 350 students. A preliminary look at transportation time (driving, not bussing) shows an increase by 1-2 minutes and nearly zero change in mileage. First Student is still running bussing scenarios.
- b. Changes:
 - i. Move students from Quail Run to Langston Hughes
 - ii. Move students from Sunflower to Quail Run
 - iii. Move students from Schwegler to Sunflower
 - iv. Move all of Broken Arrow into Schwegler, including students who live rurally

F. Woodlawn singleton scenario:

- a. This scenario looks only at closing Woodlawn without additional moves and was chosen because it has a capacity at or under 350 students.
- b. Changes:
 - i. Move students north of Locust and Maple to Pinckney
 - ii. Move students south of Locust and Maple to New York
 - iii. Move some New York students to Cordley

G. Pinckney singleton scenario:

- a. This scenario looks only at closing Pinckney without additional moves and was chosen because it has a capacity at or under 350 students.
- b. Changes:
 - i. Move student to New York, Hillcrest, Woodlawn and Deerfield
 - ii. Move some students from Hillcrest to Sunset Hill (non-ESOL)

H. New York singleton scenario:

- a. This scenario looks only at closing New York without additional moves and was chosen because it has a capacity at or under 350 students.
- b. Changes:
 - i. Move students to Pinckney and Cordley
 - ii. Move some students from Cordley to Schwegler

I. Review of F/R lunch and Race/Ethnicity by building:

- a. Dr. Conrad reviewed, for each scenario, the F/R lunch count and Race/Ethnicity of each building and any changes that would occur with shifting students. In each scenario, no significant change to demographic is seen.
- b. Dr. Conrad reminded members that the free and reduced count was difficult to obtain this year due to a process change instituted by the state and the pandemic. The district has and will continue to mail home paper

copies of the Home Economic Survey with stamped envelopes to families to increase the return rate

IV. Closing

Several members are interested in beginning to eliminate scenarios to move the process forward. A discussion on which committee, if any, has the purview to table scenarios was held, in addition to discussion on how best to eliminate scenarios, should it fall to the committee. Additionally, the group discussed - should a vote occur - whether this was to take place anonymously or publicly to maintain transparency. No decision to vote was made at this time.

The committee decided not to pursue looking at grade centers: K-2, 2-5, 6, 7, 8, 9-10 and 11-12.

Future Meetings

February 16, 2022
March 2, 2022

4:00pm-5:30pm
4:00pm-5:30pm

Educational Support Center
Educational Support Center