

OAKWOOD ELEMENTARY SCHOOL

HOME OF THE OWLS

COMMUNITY COUNCIL MEETING



Date: Tuesday, February 15, 2022

Time: 8am - 8:50am

Location: Faculty Room

Purpose of Community Council: The council identifies the most critical needs of students and develops plans to help students meet academic goals. After considering the school's most critical needs, allocates LAND Trust Funds to enhance academic excellence.

Virtual Link to join (if needed)

Agenda

Agenda Items	Notes
I. Welcome to our guests	
II. Last Month's Meeting Notes <ul style="list-style-type: none"> A. Questions/Additions B. Motion to Pass C. Second D. Approval of Minutes 	Link to last month's meeting notes Karen Oliver will be a scribe for the rest of the year
III. Population Analysis Study <i>Ben Horsley & Steve Hogan</i>	
IV. Continual Improvement Plan and LAND Trust Budget (2022-2023)	<ol style="list-style-type: none"> 1. In February, the Oakwood Faculty is completing a needs assessment (reviewing student achievement data) to determine school goals and strategies. The school will come up with an academic, social emotional learning, and talent development goal. 2. In March, a summary of the school's critical academic needs will be shared with the CC. The CC will agree upon an academic goal and how to use LAND Trust funds to support its strategies. 3. When creating a plan, determining how LAND Trust is spent, and allowable expenditures under LAND Trust... watching this brief video provides these reminders.
V. Items to discuss for our next meeting	
VI. Individual Assignments	

Next Meeting Information

Date: Tuesday, March 15 or 22, 2022 (Academic and LAND Trust funds decided by March 25th)

Time: 8:00am– 8:50am

Location: Faculty Room

Agenda will be emailed out and posted to [school's webpage](#) by Tuesday, February 8, 2022

February 15, 2022

Oakwood Elementary School Community Council Meeting Notes:

Attendance:

Eric Bailey, Principal
Alisa Kesler-Lund- President, CC
Adrienne Cornia - Parent
Chelsea Dye - Parent
Michelle Cannon - Parent
Carrie Simper - Parent
Mike Douglas - GSD Administrator
Sara Flegal - Parent
Tiffany Hollingworth - Parent
Megan
Barbara Luka - Employee
Karen Oliver - Employee
Julie Jackson - Board Member
Steve Hogan - Dir. Planning & Boundaries GSD
Gayna Breeze - Administrative Assistant for GSD Planning & Boundaries Department

I. Welcome to our guests	Steve Hogan, Julie Jackson, Gayna Breeze, Clarke Nelson
II. Last Month's Meeting Notes	1. Motion to Approve January Minutes - Chelsea Dye, Julie Jackson 2nd motion; All approved.

III. Population Analysis Study-

Steve Hogan

Planning & Boundaries Population Analysis study -

- 1. Process how boundary studies timeline works - It is during a calendar year. The vetting process is with the Population Analysis Committee (PAC), The committee vest recommendations for studies. A recommendation is made to the board in February; then communication feedback; feedback wanted from school administrators, teachers, parents, and community councils; In the summer Steve talks to the board. In the fall more open houses and feedback. In November and December a decision is made. Implementation happens the following fall. So fall 2023 for this study. Nothing will change until fall 2023.**
- 2. Basic: first study - Van Winkle/700 East corridor study - mostly elementary schools in this area. Two studies covering similar demographic areas - Twin Peaks/Spring Lane area - Cottonwood network schools; hearing for 3 years about low enrollment in the area. Enrollments: Twin Peaks-225; Spring Lane - 290-; Oakwood 350. Small school concerns happen when there are less than 3 teachers per grade level. Teacher number per grade level is the challenge with small schools. The district prefers schools to be in the 550 range enrollment. Special programs can also affect teachers per grade level of course. The district hired Davis Demographics to help study the enrollment issue as an independent voice. Purely data driven. They will either confirm or challenge GSD data. They did confirm that GSD is getting smaller. Currently GSD has about 60,000 students and that is down from 70,000+ and will probably continue down to around 50,000+. A few west side areas are growing ... we are aging out as demographers say. This VW 700 East needed to be studied due to shrinking demographics. Need to determine what's best for students in this area. Any change will cause a ripple effect and affect other schools.**

Davis Demographics broke GSD into five major areas. Minimum of 10 elementary schools is too heavy. BUT GSD has other considerations besides data, i.e. walking safely, conditions of buildings, plus more considerations.

Alisa - Can you put numbers into context? - Steve replies by going over the next study.

Julie - this will affect Oakwood Elementary with a boundary shift possible. Important to note that the GSD board does not miss any nuance or complication. All involved need to communicate with them.

Michelle - Since a number of students in our boundary choose to go to Cottonwood Elementary, are these numbers being found. Julie - we need to figure that out as well.

Steve - Utah is an open enrollment state, so that needs to be considered. As long as there is room in a school students can choose. When there is a boundary change, the full effect takes five years to see. This also makes it challenging.

Chelsea - infrastructure - east side buildings, masonry health of buildings regarding safety. Steve says we have looked at every part of the school buildings including paint; wiring, etc. These are all issues that are part of the puzzle.

Cottonwood Network Boundary Study - looking more at the secondary schools. Murray SD challenges the west side of this network boundary. Some parts of GSD are located in Murray City. Result of annexing evolution. Main Focus - CHS is 1600 and smallest - Olympus - 2100, a little larger; Granger - 3300; Taylorsville-2700 and all others high 2000s. CHS is a very large school that can accommodate 3000+. How and is it possible to maintain three high schools in this study area? What if these three networks are changed to run east west? Steve says yes, pivot tables. boundaries changed. Is that fair? Especially for weekend and after school activities. Hard to make everyone happy!

Carrie - do we have numbers for students in the households that SHOULD be at CHS? Adrienne checked pivot table - 1600 - GSD? AMES 400- 500 students... separate from 1600 count. Julie - other elementary schools on the east side struggling; Chelsea - k- 5 500 ? Steve - focusing on teachers per grade level. Chat - Curious about refugee numbers at CHS - Steve - CHS has the largest number of refugee students mostly coming from the north part of the boundary where there is historically refugee housing. Chat - Were refugee students purposely placed at CHS? Steve - yes purposely at Granite Park which feeds into CHS - and purposely where they live.

Tiffany - boot? -Steve - just a geography term = originated in the early days of the boundary lines.

Clark Nelson - answer to refugees - not purposely placed just a geographically placed living community and CHS very welcoming to them. Thought that they need to be dispersed among other schools. What is the best thing for these students? When Granger HS closed - some

Olympus community members did not want to welcome them, but Julie says this is maybe not the situation.

Steve - this (refugee etc discussion) is part of the nuances - out of GSD control - economy unknowns; Hard to track multiple family living situations; a lot of different types of data to consider.

Mike - Initiated discussion on why 3 or more teachers is ideal for learning pedagogy.

Steve - clarifying his opinion - structure and support at home number 1; good teachers can compensate for what is lacking at home; best educational outcome is 3+ teachers for a grade.

Michelle - questioning the past CHS merge with Murray HS - is closing CHS on the table? Steve has never heard of any past merge option. That process is out of our control. Both boards would have to agree.

Chelsea asks for clarification of what is on the table - which schools -Julie - Oakwood impact minimal; Chelsea - will other elementary schools be brought into CHS? Steve has not heard of closing CHS; Steve says yes, may bring in other elementary schools to the network... but have to look at the ripple effect. Trying to keep as many viable as possible. Julie - open to ideas! Steve - When Cottonwood Mall development does happen it will be part of CHS boundary and Oakwood boundary.

Gayna - So no decisions have been made. At this time it is just an idea generating timeframe. Email to do this provided. Trying to get more of this info on the website.

Julie - has instagram on this boundary study.

Karen needed to leave here, but Alisa sent this email:

We will invite Steve back to our April CC meeting to discuss updates and offer any additional information. In the meantime, it behooves our community to get as much information as possible about the studies taking place and voicing any/all questions and concerns to the district. Julie Jackson is our representative (i.e. voting member) on the Granite School Board; she has a robust and helpful Instagram and is very open to questions, etc. Clarke Nelson represents different schools in the Cottonwood network, and is also a resource and I think has shared interest and concern. Here is a [link to Board Member contact information](#).

	<p>Steve said there will be an open house in late March. When we have specific information we will distribute that widely. As a Council we should each plan to attend that event and encourage everyone in our network to do so, also. I encourage each of us to ask questions, share ideas, and let our voices be heard</p>
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<p>IV. Continual Improvement Plan and LAND Trust Budget (2022-2023)</p>	<p>(Mr. Bailey to include the LAND Trust budget proposal and information here)</p>
<p>V. Items to discuss for our next meeting</p>	<p>LAND Trust Budget Proposal.</p>
<p>VI. Individual Assignments</p>	<p>All members, please do reading and research on the LAND Trust Budget proposal before the March meeting. Alisa will send out the final agenda for that meeting by March 8.</p>

Next meeting -

Date: March 15, 2022; Time: 8:00am– 8:50am; Location:

Agenda will be emailed out and posted to school's webpage by March 8, 2022.



During the study process, the Population Analysis Committee will, as outlined in district policy, consider all factors of a potential change. These considerations include:

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|---|--|
| <input type="checkbox"/> Enrollment and programming | <input type="checkbox"/> Environmental factors |
| <input type="checkbox"/> Contiguous boundaries | <input type="checkbox"/> Protection of vulnerable at-risk students |
| <input type="checkbox"/> Busing and transportation needs | <input type="checkbox"/> Residential developments |
| <input type="checkbox"/> Safe walking routes | <input type="checkbox"/> Fiscal considerations |
| <input type="checkbox"/> Feeder patterns | <input type="checkbox"/> Extraordinary circumstances |
| <input type="checkbox"/> Age and condition of buildings | <input type="checkbox"/> Other factors unique to the study area |
| <input type="checkbox"/> Efficiency of property use and disposition | |

At the end of the current step, the Population Analysis Committee will prepare an initial report of its findings and potential solutions, which will be presented to the Board of Education. At that point, additional community meetings will be scheduled to discuss the initial report.

Why is this area being studied?

Population analysis studies are conducted in areas where student population numbers have changed significantly. The study process allows for a full year of community input before a decision is made to adjust school boundaries, consolidate schools or close a school.

If the board decides to close a school, what does the district do with the property?

The district is disinclined to surplus or sell property because our geographic boundaries limit our potential for growth. In instances when the facility is too old to be used or maintained, buildings could be razed and the property maintained as a park by the city or county while the district maintains ownership. If the property were to be sold or surplused, the local city or municipality has first rights to the property per state law.

If you have additional questions about this study, please send an email to boundaries@graniteschools.org addressed to Ben Horsley, chief of staff, and Steve Hogan, director of Planning & Boundaries.

Cottonwood Network Boundary Study

