



## 2019 Boundary Adjustment Process FAQs

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**Q: Why are you changing boundaries? Can't you postpone this?**

**A:** Salem and Keizer continue to grow. Many of our schools are overcrowded and don't have enough space for current or future enrollment. Some of our high school feeder systems are not balanced and need to be adjusted. We have new spaces being built in the district thanks to the 2018 bond, and boundary adjustments will shift students into the new spaces. Even without the bond however, we would still need to adjust boundaries to relieve overcrowding throughout the district. For example, McKay High School was built to serve about 1,700 students. It currently has about 2,400 students enrolled and has 22 portable classrooms. Growth projections predict almost 2,800 students at McKay in the next few years. Adjustments have to be made to address the crowding issue at McKay and other overcrowded schools.

**Q: How will I know if I'm affected by a boundary change?**

**A:** Parents and guardians of students who could be assigned to a new school because of a boundary change will receive a letter from the district **as soon as firm information is available – either before the School Board votes on the recommendation on Feb. 12 or as soon as possible after**. The letter will share what the new school assignment is and will describe the continuity exemption and deadline to apply. Before you receive a letter however, you could look at the maps on the district website under the boundary change proposal tab see if your residence is part of the recommended changes. <https://salkeiz.k12.or.us/boundary-adjustments/>

**Q: My child will be a senior next year and I want him to finish at his current high school. Is this possible?**

**A:** To help with the transition to new boundaries, the district offers a continuity exemption. The continuity exemption is an automatically approved in-district transfer that allows students who are affected by a boundary change and who meet the following criteria to stay at their current school:

**Criteria for Continuity Exemption** (as of Dec. 27, 2018)

- Student is in the 3<sup>rd</sup>, 4<sup>th</sup>, 7<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade this school year (4<sup>th</sup>, 5<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade next school year)
- Student is in good standing at current school
- An in-district transfer form is turned in by the deadline (to be announced)

The exemption currently states that students who attend school on a continuity exemption or approved in-district transfer are **not** eligible for bus transportation. Once the boundary adjustment process is finalized, it is possible that adjustments will be made to transportation offerings in some case-by-case instances where fiscally manageable.

**Q: Has the district ever adapted the continuity exemption in the past?**

**A:** Each boundary adjustment process is unique and requires a customized transition plan. So yes, with guidance from the School Board and a boundary review task force, the district has temporarily adapted the continuity exemption in the past to help families transition to new boundaries.

**Q: What if my student is already attending school on an approved IDT? Will the IDT be revoked?**

**A:** No. Students in good standing that are attending school on an approved IDT won't be affected.

**Q: What if my student is attending school outside of our neighborhood for a language learner program or for special education services?**

**A:** At the start of the boundary adjustment process, space at schools was "saved" for these programs by reducing the total capacity numbers for schools so the programs wouldn't be "crowded out" by boundary adjustments. At the same time, the goal with special education services in the 2018 bond is to provide students access to the programs they need within their high school feeder system. This means students receiving special education services would not have to travel across town for services and could attend high school with their neighborhood peers. However, new Special Education spaces have to be constructed first. Special Education location changes would be announced later in the process. For language learner programs, students would either stay at the school where they're currently receiving services, or if the boundary adjustments move their residence to a school that provides language services, the student would go to the new school. Students will still have access to the services they need, regardless of boundary changes.

**Q: Will we have to do boundary changes again in the future?**

**A:** Yes, but hopefully not for a few years. The reality is that Salem and Keizer are growing communities, neighborhoods will continue to change, and school enrollments will always shift. It's likely some schools will become crowded again in the future, but we hope the current boundary change process will balance enrollments for at least five to 10 years.

**Q: Doesn't the district's focus on equity require the boundary adjustments to distribute students by socio-economic status? Shouldn't boundary changes even out the poverty numbers at schools?**

**A:** The goal of the boundary adjustment process was to balance student enrollments across the high school feeder systems, not to redistribute socio-economic status. However, the equity focus and discussion of how boundary changes affect underserved and marginalized students is an important part of the process. It means that the Boundary Review Task Force looked at the resulting impact of changes on students and communities paying particular attention to any potential unintended negative consequences.

