



HIGH SCHOOL BOUNDARY ADJUSTMENT

POLICY ISSUE / SITUATION:

Pursuant to the opening of the new high school at South Cooper Mountain, the District conducted a comprehensive process to review and revise the existing high school attendance boundaries in accordance with School Board Policy JC, SCHOOL ATTENDANCE AREAS. The Superintendent received the recommended attendance boundary map and student transition recommendations, and delivered his decision to the Board for approval.

BACKGROUND INFORMATION:

The High School Boundary Adjustment Advisory Committee (HSBAC) was formed in October 2015, charged with recommending new high school boundaries. The Superintendent reviewed the HSBAC's recommendations. This review included consultation with the District's Technical Team, the committee members, and review of public comment. The Superintendent decided to accept the boundary map as recommended by the HSBAC with one technical change. Additionally, he presented a set of transition recommendations. The attachments to this Board Situation sheet outline the details of that review and decision.

RECOMMENDATION:

The Superintendent has completed his review of the High School Boundary Adjustment Advisory Committee's recommendation, and drafted his final decision on the attendance boundary map and transitions. It is recommended the Board review the Superintendent's decision to ensure (1) the set of objectives approved by the Board at the outset were met; and (2) the Superintendent applied the relevant criteria.

(16-657) BE IT RESOLVED that if the objectives were met and the criteria were reasonably applied, the Board shall approve the attendance plan as per School Board Policy JC, School Attendance Areas.

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

		Board Recommends Superintendent Provide Additional Consideration in Determining Adjustments
Process Objectives	Board Considers Objective Met	
Relieve current and projected future overcrowding (five years out) targeting capacity rates of 90%		
Minimize transitions for students		

		Board Recommends Superintendent Provide Additional Consideration in Applying Criteria and Determining Adjustments
Primary Process Criteria	Board Considers Criteria Reasonably Applied	
<p>Availability of Space</p> <ul style="list-style-type: none"> Projected capacity of school given current permanent and portable capacity. Projected enrollment generated from current and projected residential development of neighborhoods proposed for inclusion within schools' attendance boundaries. Consider "core capacity" for projected enrollment; gymnasium and/or other multipurpose or activity space; library and other multimedia space; cafeteria space; other common areas. Ensure restroom capacity meets municipal building code. 		
<p>Proximity to School</p> <ul style="list-style-type: none"> Consider proximity to school, with priority to children who can access safe walk routes. Attendance boundary perimeters of relative equal distance from a school. Neighborhood school concept. 		
<p>Neighborhood Unity</p> <ul style="list-style-type: none"> Residential areas contained within major arterial and collector roads/streets or within major natural features (wetlands, streams, green spaces, topographic variations, etc.) Consider major access points to neighborhoods. Avoid dividing neighborhoods with strong historical identities. Consider neighborhoods with commonly shared facilities: swimming pool, playgrounds, parks, etc. 		

<ul style="list-style-type: none"> • Use backyard property line divisions, rather than opposite sides of small neighborhood streets, when possible. • Formal and informal neighborhood associations (do small student enclaves perceive themselves as closely associating with one neighborhood or another). • Maintain to the extent possible a continuous and stable elementary to middle school to high school feeder system. 		
<p>Safety</p> <ul style="list-style-type: none"> • Availability of safe walk routes: available sidewalks; width of road and shoulders; volume of traffic; posted and/or measured vehicle speed; other speed mitigation devices (traffic signals, speed bump, etc.); pedestrian crosswalks; posted crossing guards. • Avoid crossing main arterial roads and streets, and other potential safety hazards. 		
<i>September 28, 2015 re-adopted</i>		

	Board Considers Criteria Reasonably Applied	Board Recommends Superintendent Provide Additional Consideration in Applying Criteria and Determining Adjustments
Secondary Process Criteria		
<p>Transportation</p> <ul style="list-style-type: none"> • Consider relative financial cost to the District when determining to which school a “bussed community” will be assigned. • Consider rider-time when determining to which school a “bussed community” will be assigned. • Consider neighborhood proximity to common bus routes. Avoid non-contiguous attendance boundaries. 		
<p>Student Body Configuration</p> <ul style="list-style-type: none"> • Consider balance between schools of ethnic, socioeconomic, and language differences and other elements of diversity. • Attempt to provide for capacity of special program siting. 		
<p>Staffing Patterns</p> <ul style="list-style-type: none"> • Plan for capacity that allows for necessary special education and/or other special program expansion. • Provide sufficient enrollment to allow for development of new school identity and culture. 		

<ul style="list-style-type: none"> • Provide sufficient enrollment for efficient allocation of educational and itinerant specialist time. 		
<i>September 28, 2015 re-adopted</i>		

**WE EXPECT EXCELLENCE****WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

SUPERINTENDENT'S HIGH SCHOOL BOUNDARY ADJUSTMENT DECISION**POLICY ISSUE / SITUATION:**

Pursuant to the scheduled opening of the new high school at South Cooper Mountain in the Fall of 2017, the District has conducted a process to review and revise the existing high school attendance boundaries through a process defined in School Board Policy JC, SCHOOL ATTENDANCE AREAS. The Superintendent has received the recommended attendance boundary map and student transition recommendations, and is delivering his decision to the Board for approval.

BACKGROUND INFORMATION:

The High School Boundary Adjustment Advisory Committee (HSBAC) was formed in October 2015, charged with recommending new high school boundaries to take effect in September 2017. The 15 committee members included the principal and two parents from each of the district's five existing high schools: Aloha High School, Beaverton High School, Southridge High School, Sunset High School, and Westview High School.

The HSBAC met nine times between October 15 and March 17. In addition, they conducted two public meetings for the purpose of sharing their emerging recommendations and gathering community input. All committee meetings were held at the district office and open to the public. Informational materials and comment forms were provided for the audience. Once adopted by the committee, meeting minutes were posted on the district website. The HSBAC adopted its final boundary adjustment recommendations at the conclusion of its March 17 meeting, by a vote of 13 to one, with one member absent. That package comprises a map of the recommended 2017-2018 high school attendance areas and also four recommendations intended to ease the transition for students and families affected by boundary adjustments.

Superintendent Review

The Superintendent has reviewed the HSBAC's recommendations. This review has included consultation with the District's Technical Team, the committee members, and review of public comment. The Superintendent has decided to accept the boundary map as recommended by the HSBAC. He has also decided to accept the majority of the committee's transition recommendations, with some amendments and additions. The attachments to this Board Situation sheet outline the details of that review and decision.

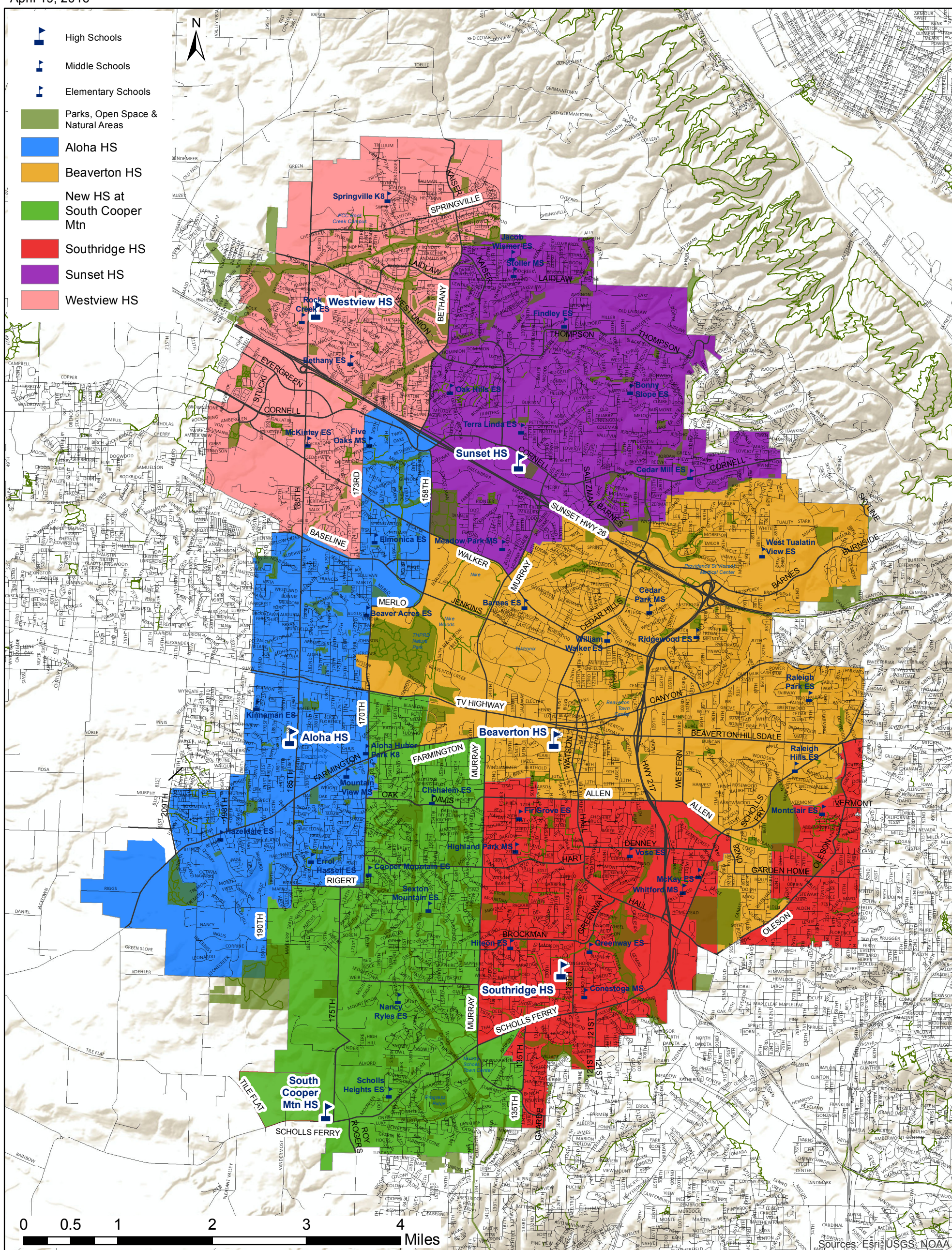
RECOMMENDATION:

The Superintendent has completed review of the High School Boundary Adjustment Advisory Committee's recommendation, and has drafted his final decision on the attendance boundary map and transitions. It is recommended the Board review the Superintendent's decision to ensure (1) the set of objectives approved by the Board at the outset were met; and (2) the Superintendent applied the relevant criteria. If the objectives were met and the criteria were reasonably applied, the Board shall approve the attendance plan as per School Board Policy JC, SCHOOL ATTENDANCE AREAS.

District Goal: WE empower all students to achieve post-high school success.

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April 19, 2016



Superintendent's High School Boundary Transition Recommendations

The following are my recommendations to help our students and families transition through the September 2017 high school boundary changes.

Grandfather Students Who Are Juniors and Seniors in September 2017

Superintendent's Conclusion: I concur with the High School Boundary Adjustment Advisory Committee's recommendation that students who will be in grades 11 or 12 in September 2017 remain at the high schools they attended in 2016-2017. This recommendation is also a response to many public comments from students and parents.

Students Who Are Freshmen in September 2017

Superintendent's Conclusion: I concur with the High School Boundary Adjustment Advisory Committee's recommendation that students who enter high school as freshmen in September 2017 attend their neighborhood school, as defined by the new boundaries.

Students Who Are Sophomores in September 2017

Superintendent's Conclusion: The Boundary Committee did not have a focused recommendation, but asked the District to consider possible ways of allowing some students who will be sophomores in 2017-2018 the option of remaining at their 2016-2017 high school. After consulting with our high school principals who must plan the educational program and staffing in their schools, I have determined that there is not an equitable or feasible solution. Therefore, students who are sophomores in September 2017 will attend their neighborhood schools, as defined by the new boundaries.

Students Who Have Older Siblings in High School in September 2017

Superintendent's Conclusion: I concur with the Boundary Adjustment Advisory Committee's recommendation for siblings with a modification to create clarity based on the Committee's original intent. Students entering high school by Fall 2018 (Committee recommended Fall 2019) who have a concurrent grandfathered sibling may attend that school, and remain there until they graduate. The intent of this recommendation is to help families avoid the enrollment of siblings in multiple comprehensive high schools. Please see the chart below that illustrates how this recommendation plays out over several years. **Transportation note:** I am recommending that 2018-2019 would be the last year we would provide transportation to those students who attend the high school under this sibling provision.

Current school year	Year new high school boundary map goes into effect			Last year transportation provided to grandfathered students (and co-enrolled siblings)	Students who chose to remain at high school as co-enrolled siblings no longer transported	
	School Year 2015	School Year 2016	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Senior			Student A (g)	Student B (g)	Student C (s)	Student D (s)
Junior		Student A (g)	Student B (g)	Student C (s)	Student D (s)	Student E (s)
Sophomore	Student A (g)	Student B (g)	Student C (s)	Student D (s)	Student E (s)	Student F
Freshman	Student B (g)	Student C (s)	Student D (s)	Student E (s)	Student F	
8th Grader	Student C (s)	Student D (s)	Student E (s)	Student F		
7th Grader	Student D (s)	Student E (s)	Student F			
6th Grader	Student E (s)	Student F				
5th Grader	Student F					

(g) = grandfathered into current high school in 2017 (juniors & seniors)

(s) = siblings who are co-enrolled with grandfathered students, eligible to remain with grandfathered students at same school

Student = not co-enrolled with grandfathered sibling, and not eligible to remain

Additional Transition Recommendations from the Superintendent

Student Opportunities and Programs

Students who are enrolled in a particular formal school-related extracurricular activity or academic program should be able to continue the path they have begun. Therefore, our schools will have to establish consistencies to ensure that this is possible. If it is not, students should apply via our administrative transfer process that our school principals manage.

Examples of specific cases are below:

- **Athletic Programs:** Our high schools will establish consistent athletic programs. However, during the transition, if a student is a member of a varsity team and due to our boundary adjustments is slated to move high schools to a school without the varsity sport or sport all

together, they will be supported via the administrative transfer process. The Principals and Athletic Directors will collaborate to make further decisions regarding athletic programs as necessary.

- **Academic Programs:** While the Advanced Placement and International Baccalaureate programs are intended for junior and seniors and therefore will not impact those who will move high schools due to our boundary changes, there may be exceptions. For example, if a student has advanced in the IB program prior to the junior year and is on track to earn a full IB diploma, they will be supported via the administrative transfer process.
- **Student Leadership:** Students who have worked to become leaders in established and formal roles (i.e. - student government) in their original high school and are slated to transition to a new high school due to the boundary adjustments, they will be supported via the administrative transfer process.

Transition Supports

The following set of supports is based on student input that has been gathered through this process. Each high school will develop its own transition plan that will include the following:

- **Open Houses:** Students shall have opportunities to visit their new school, regardless of year, before the first day of school. Students should have an opportunity to become familiar with the staff and building prior to classes beginning. I encourage opportunities in the spring and summer of 2017.
 - I encourage students to help welcome newcomers to their new school.
- **Parent Nights:** Parents and families shall have an opportunity to visit the school to learn about school wide systems and meet staff members and building administration prior to the first day of school in Fall 2017.
- **Extra Family Support:** Schools will create and execute a communication plan to support families who have language barriers or specific hardships due to this transition.

Class Ranking

I also recommend that the Beaverton School District no longer participate in communicating or publishing a student's class ranking. This process currently poses a challenge, and with so many students moving schools due to our boundary decisions, maintaining this practice will create confusion due to unavoidable inaccuracies.



Superintendent's Boundary Adjustment Criteria Evaluation

This document following provides a review of the Board objectives and relevant criteria from Policy JC text regarding the proposed SY 2017-18 high school attendance boundary map. This review has included review of the High School Boundary Adjustment Advisory Committee's recommendations (herein referred to as the committee) and report (Attachment A), as well as additional consultation with the District's Technical Team, the committee members, and review of public comments.

I appreciate the significant care taken by the committee and the community in executing this difficult task. It is a testament to their commitment and dedication to the well-being of the District's students, families, faculty and staff. The committee balanced what are often conflicting criteria in developing their recommendations, and as a result of my review, I concur with their results. The following is a brief description of the criteria found in Policy JC, along with my determination on how the recommended map reflects their consideration.

Board Objectives

- Relieve current and projected future overcrowding (five years out) targeting capacity rates of 90%;
- Minimize transitions for students

Regarding the relief of current and future overcrowding, the HSBAC carefully balanced projected enrollments to reduce overcrowding in our schools and create an attendance boundary for the new high school at South Cooper Mountain. The committee was cognizant of ensuring that schools that will be impacted by higher rates of student poverty will have lower projected utilization of capacity, in order to offset those challenges. The HSBAC also sought to minimize student transitions both through careful consideration of the boundaries, by attempting to keep elementary school areas whole when considering changes to their high school feeder patterns, and by recommending the grandfathering of juniors and seniors in the year the map takes effect. The boundary map and transition recommendations, as developed by the HSBAC and reviewed by me, **met** these stated objectives.

Criteria: Availability of Space & Economical Use of Buildings¹

These criteria stem from the District's commitment to providing a safe and enriching learning environment for all students.

This boundary adjustment process was initiated to create an attendance boundary for the new high school at South Cooper Mountain, which is part of the District's long-range facility plan to both serve new growth areas and alleviate overcrowding.

The factors for consideration related to availability of space include the following:

- Projected capacity of school given current permanent and portable capacity;
- "Core capacity" for projected enrollment; gymnasium and/or other multipurpose or activity space; library and other multimedia space; cafeteria space; other common areas;
- Projected enrollment generated from current and projected residential development of neighborhoods proposed for inclusion within schools' attendance boundaries.

Approach

The District reviewed and revised capacity estimates for each of the five existing high schools, and the new high school at South Cooper Mountain. The review included an inventory of classroom space, including those in portable units.² Initially, the District hoped to be able to assume the removal of some or all of the portable classrooms at Westview HS and Aloha HS. However, when capacity was compared with the projected high school population in 2020, it was clear that for the purposes of the boundary adjustment process, the portable classrooms should remain in the capacity assumptions. Table 1, below, shows the permanent and portable capacity, and estimated student population in 2020, under the proposed boundary map.

Table 1: High School Capacity and Estimated Student Population

School	Permanent Capacity	Portable Capacity	Total Permanent + Portable Capacity	Portable Capacity as % of Total	2020 Projected Enrollment	2020 Utilization with Portables	2020 Utilization without Portables
Aloha	2,040	136	2,176	6%	2,028	93%	99%
Beaverton	2,122	-	2,122	0%	1,940	91%	(no change)
South Cooper Mtn	2,176	-	2,176	0%	1,886	87%	(no change)
Southridge	1,850	-	1,850	0%	1,692	91%	(no change)
Sunset	2,203	-	2,203	0%	2,172	99%	(no change)
Westview	1,986	435	2,421	18%	2,388	99%	120%
	12,376	571	12,947	4%	12,106	94%	98%

¹ A separate District criterion, economical use of buildings, is related to this criterion, and is addressed in this section.

² Classroom space for English Language Learners and Specialized Programs were deducted from the high school capacity figures for purposes of the boundary adjustment process.

The District has experienced significant population and student growth, most notably, in the northern portion of the District. This has led to overcrowding at Westview and Sunset High Schools. The District will also likely experience growth in the southern area, where urban growth boundary expansion areas are beginning to see significant development applications and construction.

The proposed boundary map was drawn to create a new attendance boundary for the new high school at South Cooper Mountain, and to adjust future enrollment patterns at the remaining five high schools to alleviate projected overcrowding. At the same time, the proposal attempts to balance other criteria, including proximity to school, neighborhood unity and transportation impacts.

The proposed boundary map balances projected enrollment across all six high schools, such that none are over capacity, or significantly under capacity by 2020. However, it must be noted that the proposal does not result in a perfectly even balancing of capacity utilization. The Boundary Advisory Committee recommended improving some of the effects of the increased share of economically disadvantaged students at Aloha, Beaverton and Southridge high schools under the new map by targeting a lower projected enrollment at those schools (approximately 90%). That means Sunset and Westview High Schools retained some additional students and will be nearer the utilization of total capacity in 2020. The new high school at South Cooper Mountain is projected to be close to a 90% utilization of capacity in 2020, thus providing capacity for additional growth in the urban growth boundary expansion areas.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and the resulting proposed map **satisfies** the Availability of Space and Economical Use of Buildings criteria.

Criteria: Neighborhood Unity & Feeder School Alignment³

These criteria stem from the District's commitment to supporting neighborhood schools, which serve as an important part of community identity.

Defining neighborhoods is not a straightforward exercise, so the District uses some general guidelines for neighborhood unity when adjusting attendance boundaries. The factors for consideration include the following:

³ A separate District criterion, feeder school alignment, is related to this criterion, and is addressed in this section.

- Residential areas that are contained within major arterial and collector roads/streets or within major natural features (wetlands, streams, green spaces, topographic variations, etc.);
- Major access points to neighborhoods;
- Neighborhoods with commonly shared facilities: swimming pool, playgrounds, parks, etc.;
- Using backyard property line divisions, rather than opposite sides of small neighborhood streets; and
- Avoiding the division of neighborhoods with strong historical identities.

Approach

Elementary school boundaries were considered a primary unit of defining a neighborhood or set of neighborhoods. The proposed high school boundaries represent the intent of keeping elementary school boundaries whole, even if they have been shifted to a different high school attendance area. However, due to competing criteria, such as the availability of space or proximity to school, some elementary school boundaries were divided. In these cases, the divisions were primarily along major arterials or highways, or natural features.

On balance, the proposal, when compared with the current high school boundaries results in no net increase in the number of split elementary school feeder patterns. The map labeled Attachment B shows feeder patterns for elementary and middle schools under the proposed map. As shown in Figure 1, a number of previously split elementary schools will be wholly within one high school attendance boundary, but some previously unsplit elementary schools will now feed into more than one high school.

Figure 1: Split Elementary School Feeders under current and proposed high school boundaries

Current High School Boundaries Elementary Schools with Split Feeder Patterns	Proposed High School Boundaries Elementary Schools with Split Feeder Patterns
1 Barnes ES	1 Aloha Huber Park K-8 (new)
2 Chehalem ES	2 Barnes ES (previously split)
3 Cooper Mountain ES	3 Chehalem ES (previously split)
4 Findley ES	4 Elmonica ES (new)
5 Greenway ES	5 Errol Hassel ES (new)
6 Jacob Wismer ES	6 Jacob Wismer ES (previously split)
7 McKay ES	7 McKinley ES (new)
8 Raleigh Park ES	8 Oak Hills ES (new)
9 Sexton Mountain ES	9 Vose ES (new)

It should be noted that with the scheduled opening of a new K-5 elementary school in North Bethany in the Fall of 2017, the District will soon undertake a review of elementary-school boundaries. The Boundary Advisory Committee recommended the District consider adjustments during that process that will address some of those splits.

It must also be noted that the middle school boundaries, as they currently exist, proved a very difficult challenge for the Boundary Advisory Committee in drawing this map. The proposed

map will result in a higher number of split feeder patterns from middle to high school than currently exist. With the scheduled opening of a new middle school in the Timberland area in the fall of 2020, the District will also adjust middle school boundaries closer to the time it opens. That process will represent an opportunity to better align all three school level feeder patterns.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and the resulting proposed map **satisfies** the Neighborhood Unity and Feeder School Alignment criteria.

Criterion: Proximity to School

This criterion recognizes the role of a school as a gathering place in a neighborhood and the desirability of enabling students to walk to school.

The factors for consideration include the following:

- Proximity to school, with priority to children who can access safe walk routes;
- Attendance boundary perimeters of relative equal distance from a school;
- Neighborhood school concept.

Approach

Due to the extent of the high school boundary geographies, only a small proportion of the area around each school can serve as a walk-to-school zone. Attachment C, shows the proposed high school boundaries, with a 1.5 mile as-the-crow-flies buffer, and the proposed walk zones (i.e. areas from which students can walk to school). The number of students residing in walk zones will increase by 24% under the proposed map. Southridge and Sunset will see an increased number of students residing in the walk zone; the number at Aloha and Beaverton remains approximately the same. The addition of a 6th high school also adds another walk zone; students living near the new high school at South Cooper Mountain who would have otherwise been bused to Southridge will be able to walk to school.

The need to accommodate the new high school at South Cooper Mountain, which is at the extreme southwestern edge of the district (so that it must draw, generally, from the northeasterly direction), did result in some elongated attendance boundary segments. These segments are generally defined by arterials that make for natural barriers and transportation corridors.

In many cases, using major arterial roads as boundary edges creates transportation corridors that improve route efficiencies. These efficiencies help minimize the number of buses required

to service an area and take advantage of divisions in population centers. These boundaries also improve student safety by eliminating the need to cross major arterial roads.

As with the Neighborhood Unity criterion, the proposed map does reflect some trade-offs with other criteria. For example, in some instances it was necessary to address the availability of space criterion. In those cases, major arterials or streets were used as dividing lines, so as to minimize the disruption to existing communities.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and the resulting proposed map **satisfies** the Proximity to School criterion.

Criterion: Safety

This criterion addresses the need to create safe conditions for students traveling to and from, and at school.

The factors for consideration include the following:

- The availability of safe walk routes: availability of sidewalks; width of road and shoulders; volume of traffic; posted and/or measured vehicle speed; other speed mitigation devices (traffic signals, speed bump, etc.); pedestrian crosswalks; posted crossing guards;
- Avoid crossing main arterial roads and streets, and other potential safety hazards; and
- Ensuring safe learning environments by relieving overcrowding.

Approach

This criterion is related in many ways to Proximity to School, especially in regard to the safe transportation of students to and from school. However, it also relates to the safe operation of a school facility itself, including student overcrowding.

Regarding the transportation aspect of safety, as noted in other sections, the proposed map uses arterials and major streets as boundary edges. Walking distances are determined by Oregon statute. However, a Traffic Safety Team represented by members from BSD Transportation, Public Safety, Risk Management, Safe Routes to School, and city & county transportation officials collaborate on an ongoing basis to evaluate existing and future infrastructure looking for paths which minimize pedestrian hazards. When standards for pedestrian safety are not met, the District provides transportation services.

The number of motorists transporting students to school using city and county roads relative to existing traffic is very small. Changes in traffic patterns due to high school boundary adjustments would have minimal effect on these traffic patterns. The District continues to recommend school bus use as the safest method of transportation. Studies confirm students are at least 8 times safer in a school bus than when riding in a personal vehicle. Over 25 million students ride school buses each day in the U.S. without any serious accident. Oregon school bus drivers are highly trained and subject to the strictest standards and regulations of any driver in the state.

The proposed map achieves the objective of alleviating overcrowding at the District's high schools, which will also contribute to a safe and harmonious environment for learning.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and the resulting proposed map **satisfies** the Safety criterion.

Criterion: Transportation Cost

This criterion addresses the need to maximize the efficient use of limited transportation funds.

The factors for consideration include the following:

- Consider relative financial cost to the District when determining which school a "bused community" will be assigned;
- Consider rider time when determining which school a "bused community" will be assigned;
- Consider neighborhood proximity to common bus routes;
- Avoid non-contiguous attendance boundaries.

Approach

District Transportation staff provided information to the committee during the boundary process related to effects of various boundary proposals on transportation.

As a result of the proposed map, the overall number of bus routes will rise due to the addition of the new high school. Routes serving Westview and Beaverton are expected to remain constant while Sunset and Southridge should decline. Aloha routes will increase slightly, with the bulk of the new routes added at the new high school at South Cooper Mountain.

The maximum ride time goal for students is 45 minutes. Ride times incorporating the boundary adjustments are expected to remain within this timeframe. Boundary adjustments are not expected to affect the role of neighborhood continuity as a parameter during the design phase of bus routes. Route design for the 17/18 year will begin during the spring of 2017.

The Boundary Advisory Committee recommended creating one non-contiguous boundary, by including the Montclair elementary school boundary within the Southridge boundary area. The committee stated that the transportation impacts were outweighed by the community's desire to maintain, where possible, whole elementary school boundaries.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and the resulting proposed map **satisfies** the Transportation Cost criterion.

Criterion: Student Body Composition

This criterion addresses the value developing well-rounded students who are cognizant of the diversity of experiences and backgrounds in the Beaverton community and beyond.

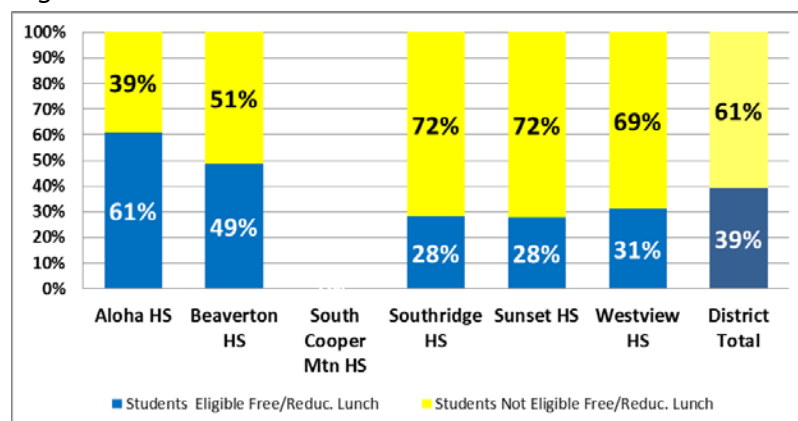
The factors for consideration include the following:

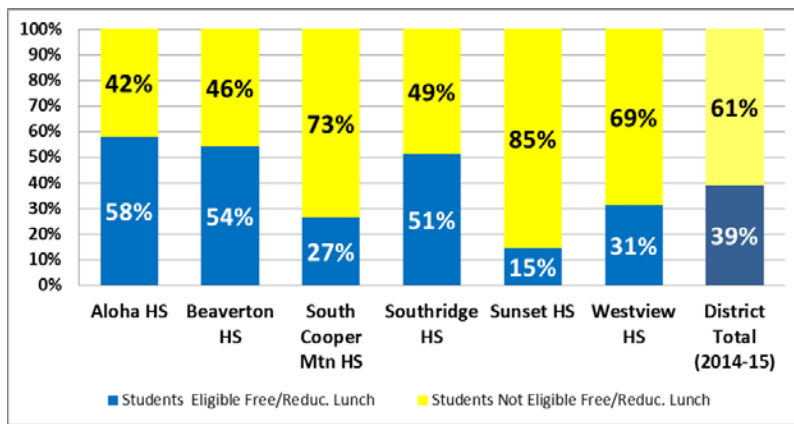
- Consider balance between schools of ethnic, socioeconomic, and language differences and other elements of diversity;
- Attempt to provide for capacity of special program siting.

Approach

The proposed map seeks to create socio-economic equity between the six high schools, to limited success due to geographic and demographic imbalances in the District as a whole. Figure 2, below shows the distribution of students eligible for free and reduced lunch today (top) and under the proposed boundary map.

Figure 2: Free & Reduced Student Population Profile of Current (top) and Proposed (bottom) High School Boundaries





The Boundary Advisory Committee recommended that schools with higher shares of economically disadvantaged students be targeted for a lower enrollment rate relative to capacity and that the District consider additional resources.

The proposed map has no effect on the provision of specialized program siting.

Conclusion

It is my conclusion that the Boundary Advisory Committee's approach and the resulting proposed map **satisfies** the Student Body Composition criterion.

BEAVERTON SCHOOL DISTRICT

HIGH SCHOOL BOUNDARY ADJUSTMENT ADVISORY COMMITTEE

REPORT TO THE SUPERINTENDENT

March 2016

Withycombe Scotten & Associates | Portland, Oregon

High School Boundary Adjustment Advisory Process

Committee Members

Gary Plasker

Courtney Severson

Ken Yarnell/Vicki Lukich

Joth Ricci

Felita Singleton

Anne Erwin

Joanna Wilbur

Tori Pontrelli

Todd Corsetti

Stuart Hall

Kevin O'Donnell

John Huelskamp

Kathi Kister

Giselle Escobar

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Technical Team Members

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Carl Mead

Dick Steinbrugge

Mike Chamberlain

Maureen Wheeler

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Meeting minutes may be found at:

<https://www.beaverton.k12.or.us/depts/facilities/boundary/Pages/HIGHSCHOOLADJUSTMENTBOUNDARYADVISORYCOMMITTEE.aspx>

Boundary Adjustment Committee Process

Committee Charge

The High School Boundary Adjustment Advisory Committee was formed in October 2015, charged with recommending new high school boundaries to take effect in September 2017, when the Beaverton School District's sixth high school will open. In his welcome to committee members, Superintendent Jeff Rose expressed appreciation for their service and emphasized the importance of collaboration and of considering the interests of the district as a whole.

Thank you for your willingness to take on this vital task, which is so important to our community. We are fortunate that our community supported the bond that will enable us to create additional school capacity, but that opportunity presents a challenge. And that is the need to make boundary decisions that support all Beaverton schools. We are guided by doing what's best for students, and creating adequate capacity is doing the right thing... We have asked ourselves: are we a school district or a district of schools? Our commitment is to being a school district. Each of our schools is unique of course, and we are committed to supporting that; but we are committed to being a team — the Beaverton School District team.

In addition to recommending adjusted high school attendance areas, the committee was charged with recommending ways to ease the transition for students and families affected by boundary changes.

Committee Membership and Support

The 15 committee members included the principal and two parents from each of the district's five existing high schools: Aloha High School, Beaverton High School, Southridge High School, Sunset High School, and Westview High School.

They were supported in their work by facilitator Dick Withycombe and by a district technical team whose members brought together the array of information and expertise needed to complete a successful boundary adjustment process. They included: Deputy Superintendent for Operations and Support Services Ron Porterfield, Deputy Superintendent for Teaching and Learning Carl Mead, Executive Administrator for Facilities Dick Steinbrugge, Executive Administrator for High Schools and Option Schools Mike Chamberlain, Public Communications Officer Maureen Wheeler, Facilities Planning Coordinator Robert McCracken, Administrator for Transportation Craig Beaver, and Administrative Assistant Debby Wohlmüt. The technical team presented foundational data and responded to the committee requests for additional information, provided technical support, managed communications, and handled logistical tasks.

Committee Meetings and Community Engagement

The High School Boundary Adjustment Advisory Committee met nine times between October 15 and March 17. In addition, they conducted two public meetings for the purpose of sharing their emerging recommendations and gathering community input.

All committee meetings were held at the district office and open to the public. Informational materials and comment forms were provided for the audience. Once adopted by the committee, meeting minutes were posted on the district website.

On January 21, the committee conducted a public preview at Five Oaks Middle School; 525 people participated in an informal event that allowed them to view maps of the committee's current thinking about boundary changes and to talk directly with committee members about their emerging recommendations. Committee members shared these conversations at their next meeting, as they resumed their deliberations.

Two meetings later, the committee conducted a formal public hearing to present their preliminary boundary recommendations and to invite community comment. Approximately 700 people attended this event at Southridge High School on February 16; and 76 of them offered oral comments. Again, committee members brought back what they had heard and applied it to their evolving boundary map.

Throughout the boundary process, the district received written comments in the form of comment forms at meetings and public events and, in greater volume, emails submitted to a dedicated email address on the district website. Over the course of the six-month process, the committee received more than 2,000 emails, which were compiled and emailed to all committee members each week.

The district established a boundary adjustment webpage, which included FAQs, the meeting schedule, meeting minutes, and meeting materials as well as the comment option. Public inquiries and media requests were directed to the public communications office, which used all existing communications channels to provide information about the process and to make it as transparent as possible (e.g., district and school newsletters, school board updates, internal staff updates).

Boundary Adjustment Criteria

The High School Boundary Adjustment Advisory Committee applied criteria provided by the Board of Education as they identified and evaluated potential boundary changes. The first level of criteria was established by the board specifically for this process. In June 2015, the board adopted two objectives for the high school boundary adjustment process: to relieve current and projected future overcrowding and to minimize transition for students.

In addition, Board Policy JC identifies two sets of criteria for consideration in making boundary changes. The “primary criteria” include: availability of space, proximity to school, safety, and neighborhood unity. The “additional criteria” are transportation costs, student-body composition, staffing patterns, feeder-school alignment, and efficient and economical utilization of buildings. The technical team provided examples of ways of applying these criteria to help committee members operationalize these concepts.

The board-policy criteria were not ranked, and conflicts between them were unavoidable in the context of specific boundary changes. The committee necessarily resolved these conflicts on a case-by-case basis, seeking the best solution for the students who would be affected.

At their last meeting, committee members reflected on the experience of applying these criteria in their work and submitted written feedback that will inform future boundary adjustment processes.

Working Agreements and Decision Making

At their first meeting, committee members discussed how they felt they should work together. On October 29, they adopted a set of working agreements, committing themselves to:

- ❖ operate in dialog mode, which means listening with an open mind;
- ❖ maintain a polite, respectful dialog in which everyone feels safe to contribute;
- ❖ listen, consider what we heard — and then speak;
- ❖ act with good intentions and assume good intentions in others;
- ❖ resist taking things personally, understanding we will sometimes disagree;
- ❖ contribute knowledge of our own school communities to a collective search for a solution that treats all students and all school communities fairly;
- ❖ respect that this is a process and give it time to work through;
- ❖ keep the work here, and keep it collaborative — no meetings outside the committee room, no development of independent proposals;
- ❖ avoid extending assurances, knowing our work will evolve until the very end; and
- ❖ check with schools that may be impacted before offering a proposal for the consideration of the committee as a whole.

Only the 15 school-based committee members were empowered to make decisions. Technical team members did not sit at the committee table and did not participate in decision making. On December 17, the committee agreed their decisions would require the support of two-thirds plus one of the members voting (11, if all were present); that decisions would be reconsidered only at the request of someone who had been on the prevailing side; and that, to avoid the possibility of a whole school team being outvoted, they would test to make sure at least one member of every school team could support the pending decision.

Foundational Information

Technical team members presented the data essential to a boundary adjustment process at the first meeting. Mike Chamberlain provided information about enrollment capacity at the five existing high schools and the one that will open in 2017. He described the “instructional space capacity method” he used to calculate building capacities, which involved reviewing floorplans with principals and walking through their schools with them to identify all classroom spaces large enough for 30 or more students. Mike explained how this method adjusted for unusual instructional spaces (e.g., gyms) and shared instructional spaces (e.g., computer labs) and reserved space for special programs (10 classrooms per school).

Using an average of 34 students per classroom, he calculated permanent capacity, portable capacity, and total capacity by school. He told them how this approach corrected for unusual class sizes (e.g., band) and explained “functional capacity,” which reflects how specialized spaces and scheduling complexities affect the use of high school space.

Robert McCracken described the student database the committee would use in their work. The base year for enrollment projections was 2014-2015, specifically the enrollment on September 30, 2014. He described this as “a robust database” the technical team had worked with over the summer; in contrast, the September 30, 2015, enrollment data had been received only two weeks before the first committee meeting.

The boundary adjustment process was based on enrollments projected to the year 2020. The school projections assumed that enrollment in the district’s option high schools would stay at 18 percent. These enrollments have been stable over time and will remain so because these programs are fully enrolled and the district does not plan to expand them.

Robert demonstrated the geographic information system (GIS) platform he used to support the committee’s work, the SchoolSite Redistricting suite. It allowed him to aggregate predefined “grid codes” (small geographic areas of approximately 100 resident students) to create attendance areas. He used this system during meetings to test “what if scenarios” for the committee.

Springboard Proposal

The committee began its work with a springboard proposal, on October 29. Dick Withycombe explained that the springboard proposal had been developed by the technical team only to provide a starting point for the committee’s work — an alternative to a blank map or the current boundaries. The springboard was developed using the same data and criteria the committee would use in formulating their recommendations. Like all subsequent maps, it contained information about the enrollment implications of proposed boundaries.

“It’s not the best solution,” Dick said of the springboard proposal. “The committee’s task is to assess its strengths and weaknesses and make improvements. You will put the springboard in the rearview mirror as you begin to develop your own recommendations.”

At that second meeting, the committee assessed the strengths and weaknesses of the springboard proposal, based primarily on their own knowledge of school communities. At the next meeting, they began to incorporate what they were learning from community emails as they developed the first “learning map” that moved them away from the springboard proposal and toward their eventual boundary recommendations.

Committee Recommendations

The High School Boundary Adjustment Advisory Committee adopted its final boundary adjustment recommendations at the conclusion of its March 17 meeting, by a vote of 13 to one, with one member absent. That package comprises a map of the recommended 2017-2018 high school attendance areas and also four recommendations intended to ease the transition for students and families affected by boundary adjustments.

Boundary Adjustment Recommendations

The High School Boundary Adjustment Advisory Committee created many generations of boundary maps as they learned their way through the complexities of local geography and enrollment data — and sought to respond to the very high level of community input. They arrived at the Revised Preliminary Recommendation Map on March 3 and gave the community two additional weeks to comment before final review and adoption on March 17. The committee’s Final Boundary Recommendation Map appears on the following page.

Recommended High School Attendance Boundaries

- Aloha HS
- Beaverton HS
- New HS at South Cooper Mtn
- Southridge HS
- Sunset HS
- Westview HS

High Schools
Middle Schools
Elementary Schools

This map depicts the High School Boundary Advisory Committee's recommended attendance boundaries, adopted at their final meeting on March 17, 2016. This map will be transmitted, along with transition recommendations, to the Superintendent who will make a final determination. The new high school boundaries will go into effect in the Fall of 2017.

Sources: Esri, USGS, NOAA

Sources: Esri, USGS, NOAA

Transition Recommendations

The committee was instructed to listen and read for transition issues and ideas from the beginning of the process. On February 4, they provisionally adopted three transition recommendations; and on March 17, they finalized these recommendations and adopted an additional one.

Students Who Are Juniors and Seniors in September 2017

The High School Boundary Adjustment Advisory Committee recommends that students who will be in grades 11 or 12 in September 2017 remain at the high schools they attended in 2016-2017.

By expanding the board's expectation that seniors be grandfathered, the committee intends to enable students who have already completed half their high school careers to remain in their current schools. This is also a response to many comments from students and parents.

By grandfathering all juniors, rather than offering an option, the committee intends to provide enrollment predictability for all six high schools. With respect to the new school, the committee intends to facilitate the development of its International Baccalaureate® program by providing an opportunity to create a foundation in grades 9 and 10 and to build a program based on student interests, before offering courses in grade 11 the second year. The committee also believes that the new school may be better positioned to develop a unique and positive school culture through the engagement of students who will be enrolled there for at least three years.

This transition recommendation was provisionally adopted unanimously and included in the final boundary adjustment recommendation package.

Students Who Enter High School in September 2017

The High School Boundary Adjustment Advisory Committee recommends that students who enter high school as freshmen in September 2017 attend their neighborhood school, as defined by the new boundaries.

This transition recommendation was provisionally adopted unanimously and included in the final boundary adjustment recommendation package.

Students Who Are Sophomores in September 2017

The High School Boundary Adjustment Advisory Committee recommends that the new high school open with grades 9 and 10. However they also recommend that the district explore

possible ways of allowing some students who will be sophomores in 2017-2018 the option of remaining in their 2016-2017 high school.

The intent of this recommendation is to encourage the school district to explore ways to offer sophomores the option of staying in their 2016-2017 high school. This recommendation reflects the committee's respect for the many student and parent comments urging an option that would allow students to stay in the high school they started. It also reflects the committee's recognition that recommending a specific option that is both equitable and feasible, given the complex implications for school staffing and programming, is beyond their capability.

This transition recommendation was provisionally adopted by a vote of 12 to 2 and included in the final boundary adjustment recommendation package.

Students Who Have Older Siblings in High School in September 2017

The High School Boundary Adjustment Advisory Committee recommends that students entering high school by Fall 2019 who have a concurrent older sibling may attend that school.

The intent of this recommendation is to help families avoid disruption and to give families more choice. Avoiding the enrollment of siblings in multiple comprehensive high schools is already a basis for administrative transfer; but that process is limited by the necessity of balancing transfers between schools and does not offer parents as much certainty as the committee wished them to have.

This transition recommendation was provisionally adopted unanimously and included in the final boundary adjustment recommendation package.

April 7, 2016

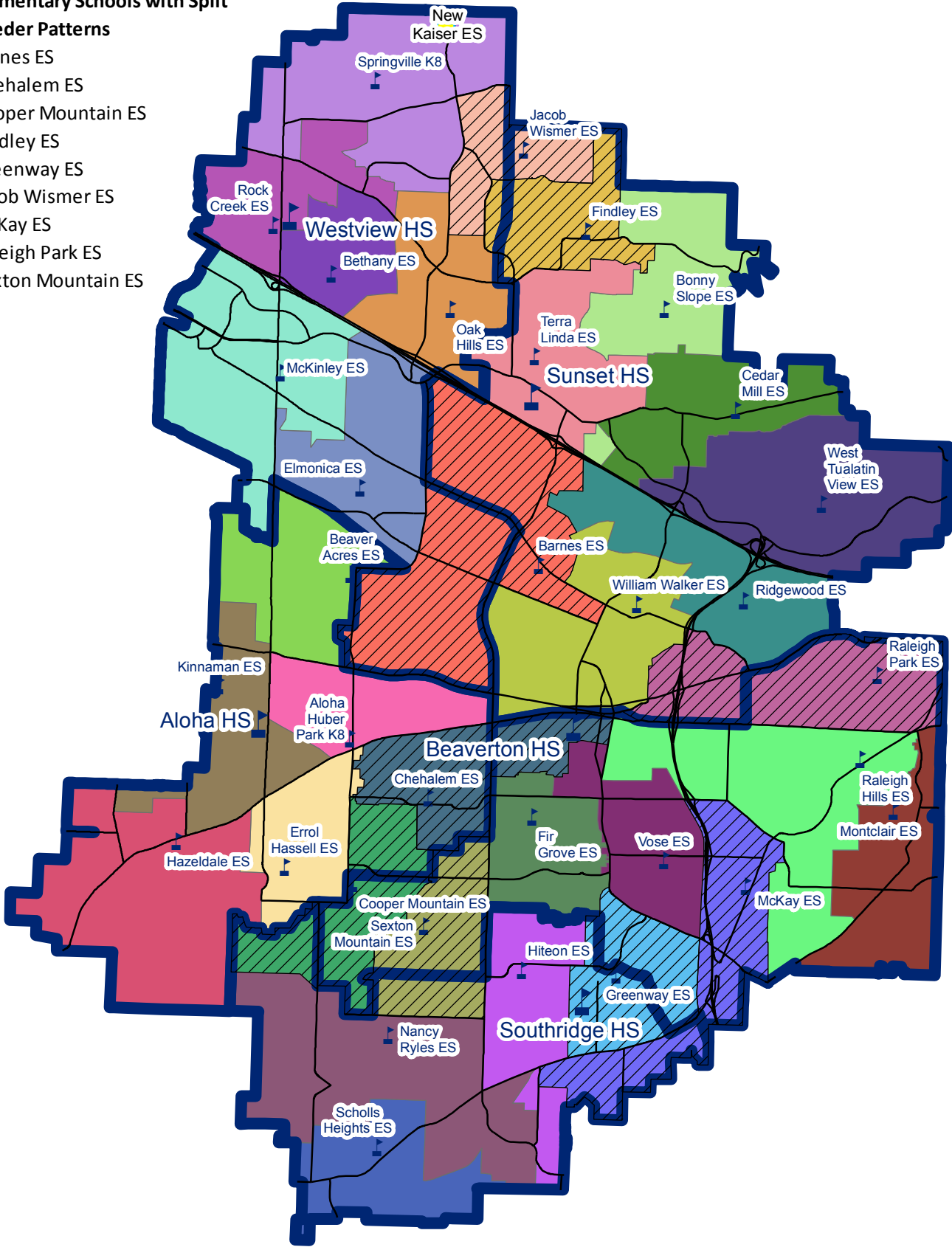
Current High School Boundaries & Elementary School Feeder Patterns

Superintendent's Boundary Adjustment Criteria Evaluation Attachment B

Recommended SY 2017-18 High School Attendance Boundaries and Elementary School Feeder Patterns

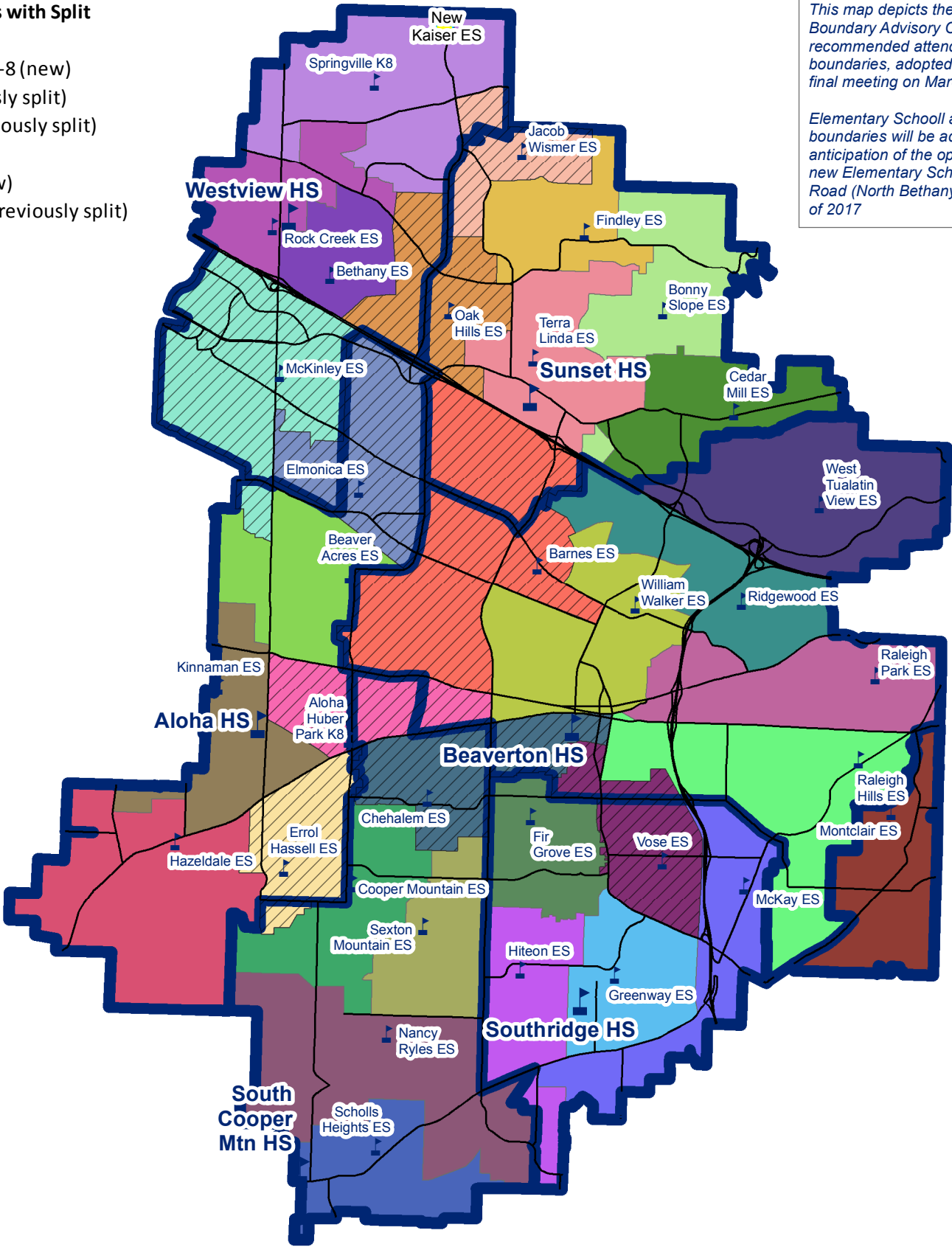
Current High School Boundaries Elementary Schools with Split Feeder Patterns

- 1 Barnes ES
- 2 Chehalem ES
- 3 Cooper Mountain ES
- 4 Findley ES
- 5 Greenway ES
- 6 Jacob Wismer ES
- 7 McKay ES
- 8 Raleigh Park ES
- 9 Sexton Mountain ES



Proposed High School Boundaries Elementary Schools with Split Feeder Patterns

- 1 Aloha Huber Park K-8 (new)
- 2 Barnes ES (previously split)
- 3 Chehalem ES (previously split)
- 4 Elmonica ES (new)
- 5 Errol Hassel ES (new)
- 6 Jacob Wismer ES (previously split)
- 7 McKinley ES (new)
- 8 Oak Hills ES (new)
- 9 Vose ES (new)



This map depicts the High School Boundary Advisory Committee's recommended attendance boundaries, adopted at their final meeting on March 17, 2016.

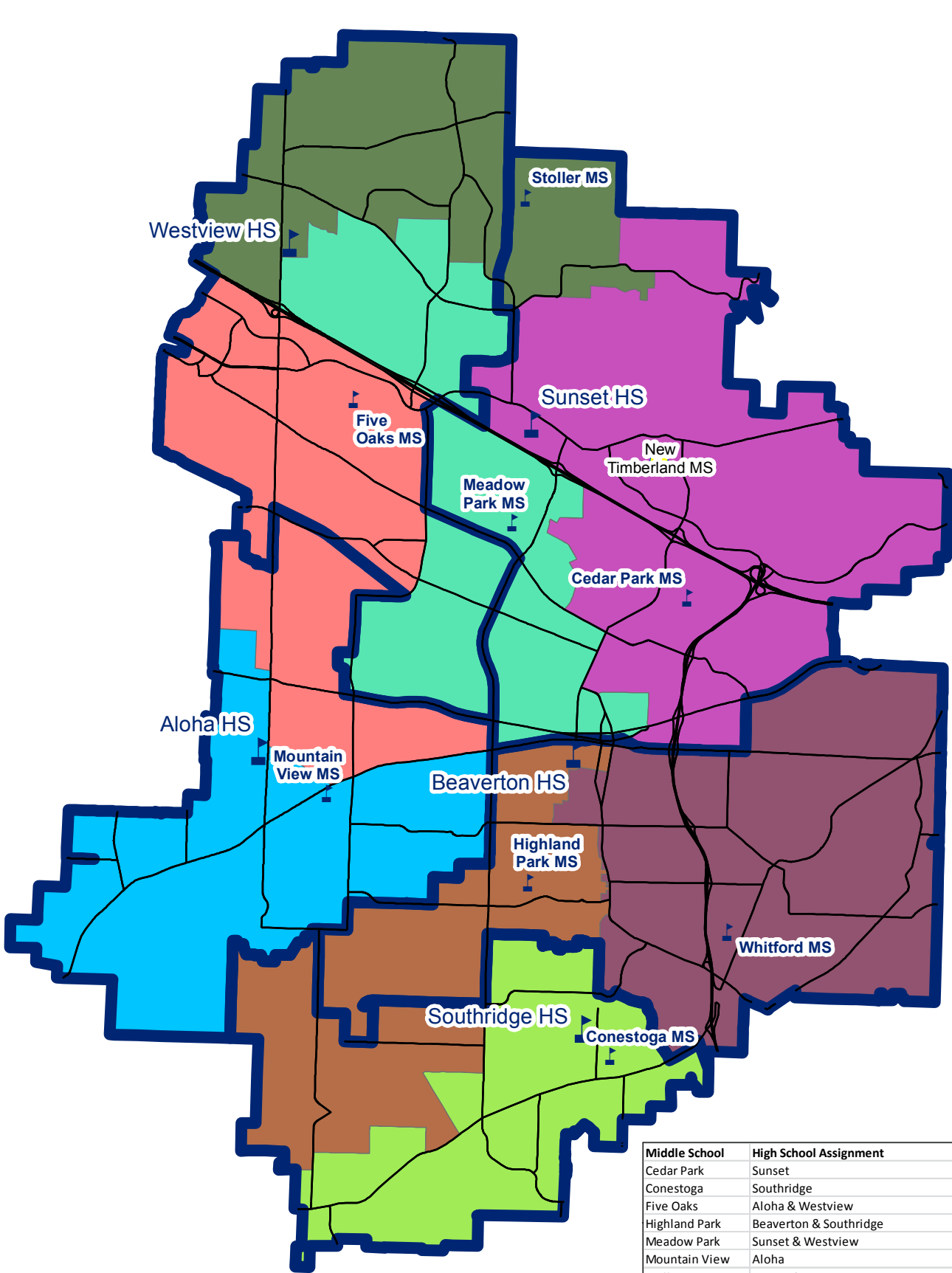
Elementary School attendance boundaries will be adjusted in anticipation of the opening of the new Elementary School on Kaiser Road (North Bethany) in the Fall of 2017

Legend

- High Schools
- Elementary Schools
- High School Boundaries
- Split Feeder Patterns

Not an official District map
For information and analysis
purposes only
April 7, 2016

Current High School Boundaries & Middle School Feeder Patterns

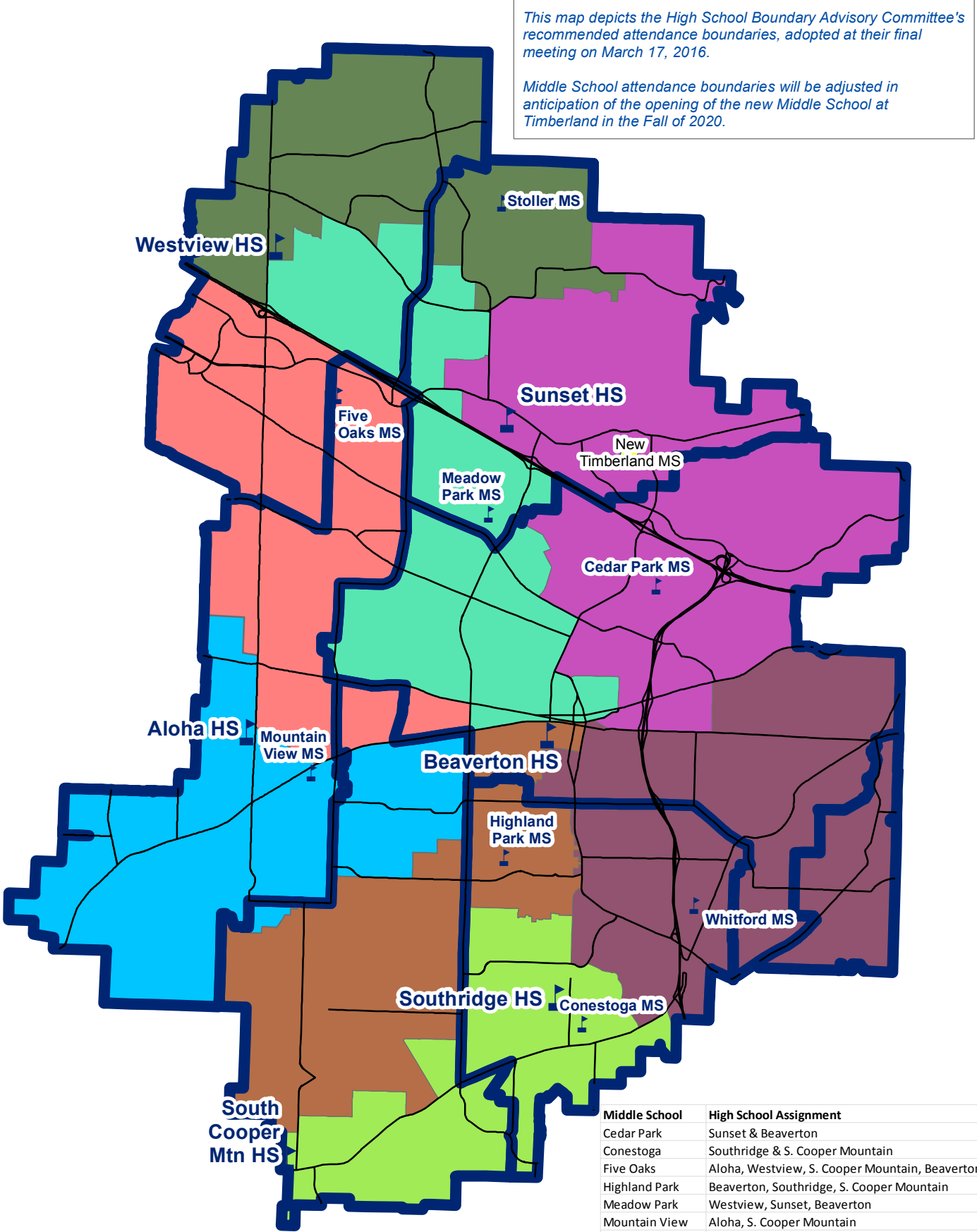


Middle School	High School Assignment
Cedar Park	Sunset
Conestoga	Southridge
Five Oaks	Aloha & Westview
Highland Park	Beaverton & Southridge
Meadow Park	Sunset & Westview
Mountain View	Aloha
Stoller	Sunset & Westview
Whitford	Beaverton

Legend

- Cedar Park
- Conestoga
- Five Oaks
- Highland Park
- Meadow Park
- Mountain View
- Stoller
- Whitford
- Middle Schools
- High Schools
- High School Boundaries

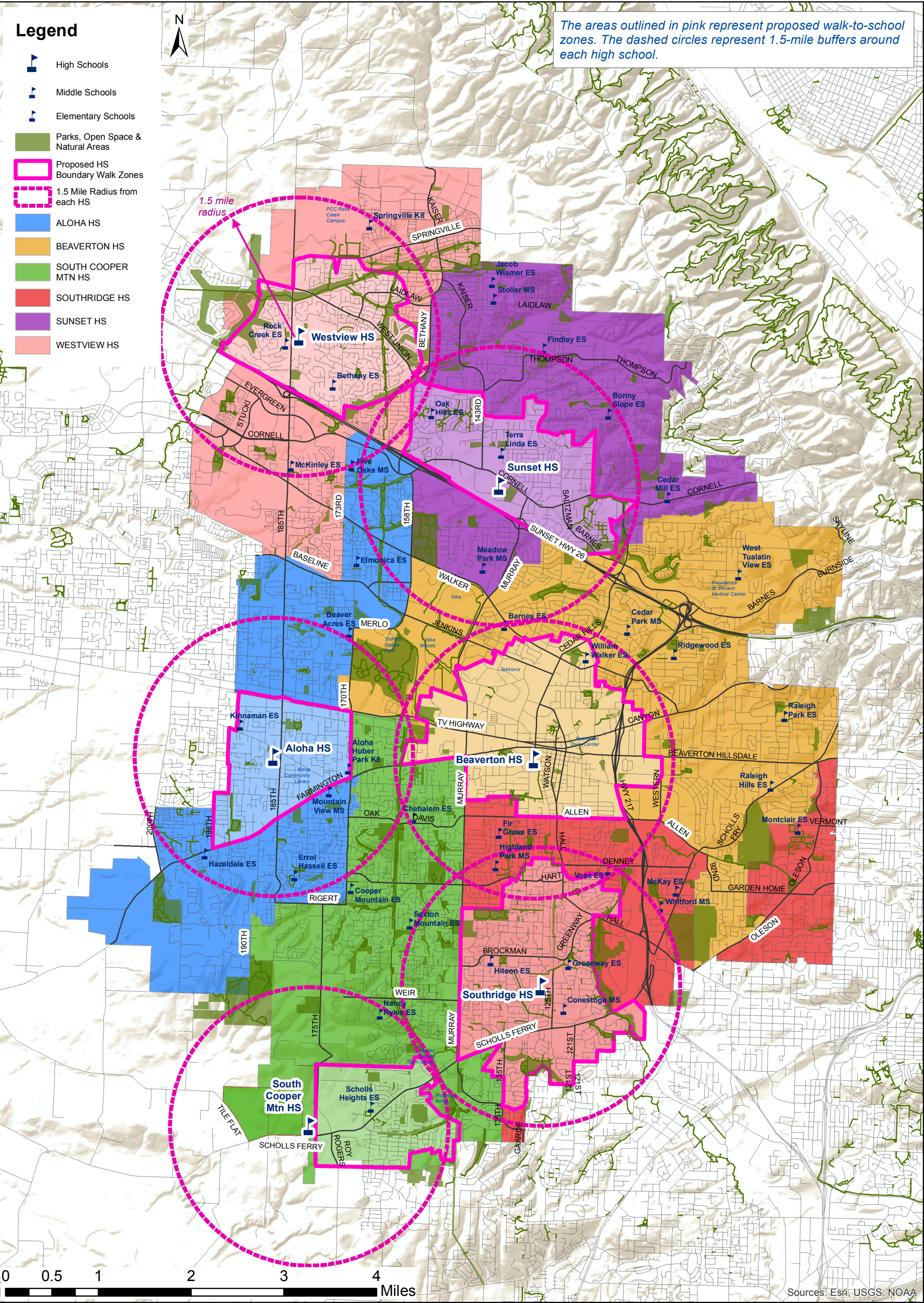
Recommended SY 2017-18 High School Attendance Boundaries and Middle School Feeder Patterns



Middle School	High School Assignment
Cedar Park	Sunset & Beaverton
Conestoga	Southridge & S. Cooper Mountain
Five Oaks	Aloha, Westview, S. Cooper Mountain, Beaverton
Highland Park	Beaverton, Southridge, S. Cooper Mountain
Meadow Park	Westview, Sunset, Beaverton
Mountain View	Aloha, S. Cooper Mountain
Stoller	Sunset & Westview
Whitford	Beaverton & Southridge

April 19, 2016

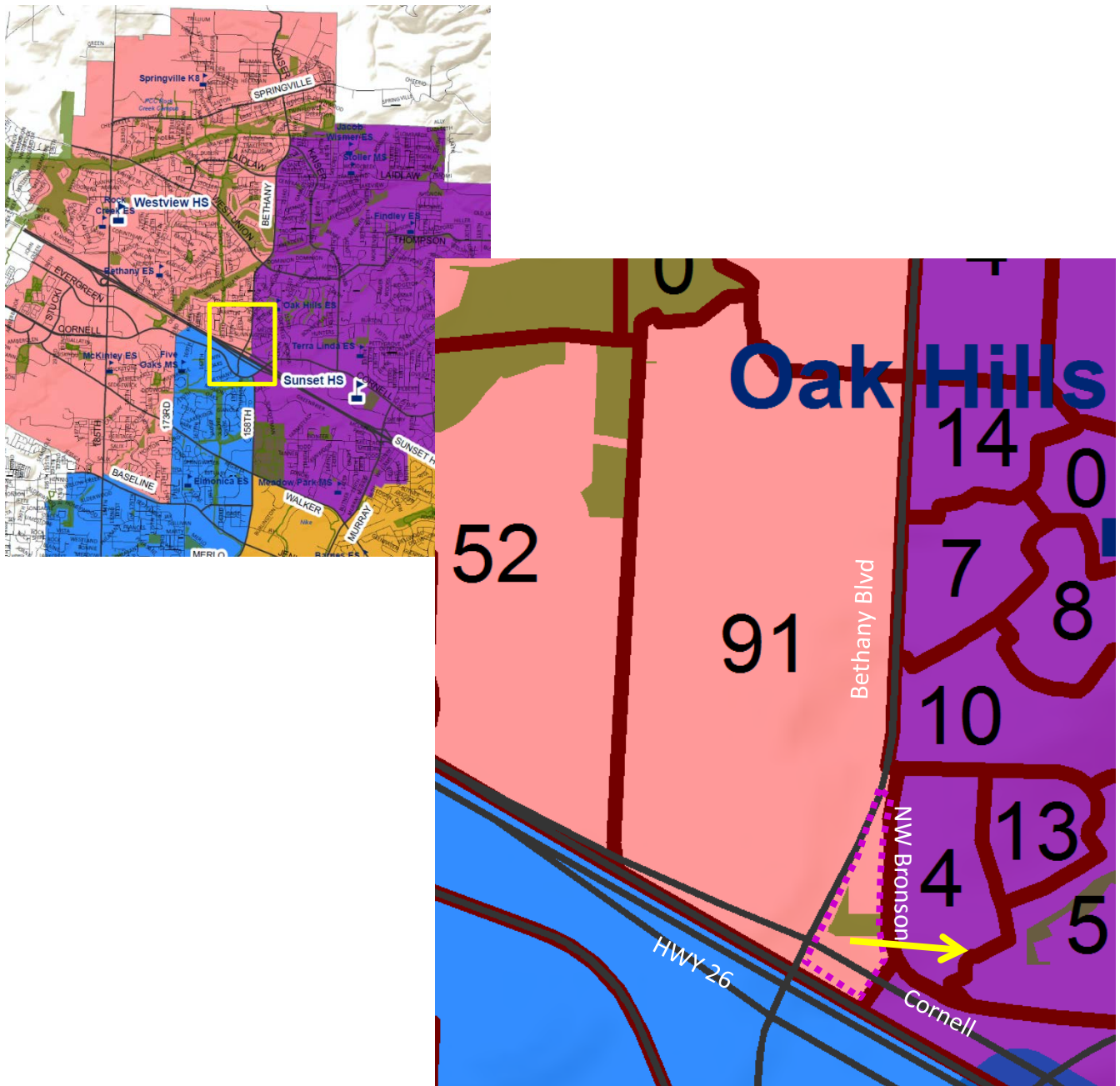
Superintendent's Recommended
SY 2017-18 Attendance Boundary Map and Walk Zones



Supplemental Exhibit 1

Map Technical Fix

- Bethany was the east/west boundary the Boundary committee agreed to use for Westview and Sunset HS
- There is a small sliver on the East side of Bethany Boulevard that was part of a Grid Code that covers primarily the west side of Bethany Blvd
- We couldn't easily split the Grid Code during the boundary process
- Consulted with the HS Boundary Advisory Committee and agreed to transfer this small sliver to Sunset HS from Westview, and include it in Sunset's walk zone
- This represents the only change made to the boundary map following the Boundary Advisory Committee's recommendation.



Future Development

The projection includes known residential development projects approved and underway:

- Projects with 10+ dwelling units
- Estimated # of units and when they will be completed and occupied
- Most large projects are located in the south & northern areas of the district

North Bethany area as of Spring 2016

- 2,040 units entitled or under construction
- About 400 under land use review
- About 58% of planned residential capacity entitled or under review

