



## **INTERNAL HIGH SCHOOL BOUNDARIES**

### **POLICY ISSUE / SITUATION:**

In May 2014, voters approved a new bond measure to improve and add capacity to the District's schools and facilities. One key element of the 2014 Bond Program is the construction of a new comprehensive high school, to be located in the South Cooper Mountain area. With the creation of any large supply of new capacity, it is customary for the District to review and revise existing attendance boundaries through a process defined in School Board Policy JC, SCHOOL ATTENDANCE AREAS.

### **BACKGROUND INFORMATION:**

The new high school (yet unnamed), was a major component of the voter approved 2014 Bond Program, and will provide significant new capacity for the District's high school system. The new school will open in 2017-18, and add capacity for about 2,200 students (an increase of 25% to existing District comprehensive high schools). This necessitates attendance boundary changes for each of the existing five comprehensive high schools in the District prior to the 2017-18 school year.

### **Boundary Adjustment Process Overview**

In Fall of 2015, the District will begin a process to revise the District's high school boundaries. As per Board Policy JC, the District will form an advisory committee to assist in applying the criteria and evaluating proposed boundary adjustments. The committee will be made up of each of the existing high school principals and two members of each high school's community.

The committee will be aided by a technical team of District staff, and an experienced boundary consultant. The committee will meet approximately 11 times between October 2015 and March 2016 (once every two weeks) to study and recommend a boundary change proposal. These meetings will be open to the public, and public input will be limited to written testimony until the Public Preview and Public Hearing process. The advisory committee's work will conclude with its recommendation of revised boundaries. The Superintendent will review the recommended boundary proposal and then recommend, with or without changes, a proposal to the School Board. The School Board will then consider the proposed boundary and its adherence to the attendance boundary criteria, and approve the proposal.

Timeframe	Advisory Committee Tasks
October, 2015	Intro., committee charge, background springboard proposal
November – December, 2015	Review of public comment & committee deliberations
January, 2016	Preliminary recommendations & release of Public Preview
February, 2016	Public review of recommendations and Public Hearing
March, 2016	Consideration of public input, proposed revisions, final recommendation and transmittal to Superintendent

**District Goal:** All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career 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.

A more detailed timeline for the advisory committee can be found as Attachment A.

### **Consulting and Technical Resources**

The District has retained the services of Withycombe Scotten & Associates of Portland, Oregon. Richard Withycombe and Kathryn Scotten bring decades of experience helping districts and their communities revise school attendance boundaries (Attachment B). They are assisting the District in designing the boundary committee process and will facilitate the advisory committee meetings, the public preview and hearing events, and support the District's public information and involvement efforts.

The District has also formed an internal technical team, made up of Teaching & Learning, Facilities and Communications and Community Involvement staff to support the work of the boundary advisory committee. This technical team will develop and present the baseline assumptions, mapping and analytical information to inform the advisory committee and the public.

### **Springboard Proposal**

Part of the initial package for the committee will include a "springboard proposal", which will serve as a starting point for the advisory committee discussions. Over the course of the committee process, the committee, aided by the consulting team and District staff will develop its **own** draft boundary map, which is expected to depart from the springboard proposal.

### **Communications and Public Involvement**

The District will also establish a dedicated webpage for the effort, where committee agendas, background materials and meeting summaries will be posted. The District will provide a way for the public to submit written comments, and will compile responses to ongoing public feedback throughout the process.

### **Prior Board Action**

At its June 1, 2015 meeting, the Board discussed and approved boundary adjustment process objectives (Attachment C). At the time of this discussion, it was anticipated that boundary adjustments would be made for high school, middle and elementary boundaries. Upon the advice of the District's consultant and staff, it is recommended that the District engage only in the high school boundary process at this time, with elementary school boundary adjustments the following year.

At the time, the Superintendent also proposed two additional objectives:

1. relieve current and projected future over-crowding (five years out) targeting capacity rates of 90%; and
2. Minimize transitions for students.

As to the 90% capacity rate objective, it will be necessary to consider the continued role of some portables at District high schools. Staff is reviewing these assumptions and their implications to inform the boundary adjustment committee process.

### **RECOMMENDATION:**

It is recommended that the School Board discuss the High School boundary change process and timeline for implementation, and provide feedback to staff.

## CONCEPTUAL OVERVIEW: BOUNDARY COMMITTEE MEETING SCHEDULE

The following is a conceptual meeting schedule for the Beaverton School District high school boundary committee process.

### THURSDAY, OCTOBER 15:

- Welcome
- Committee charge and guiding values/parameters
- Background information/materials
- Overview of committee process
- Communications plan/guidelines

### THURSDAY, OCTOBER 29:

- Presentation of springboard proposal
- Committee deliberations (proposing/testing changes to the springboard proposal)

### THURSDAY, NOVEMBER 12:

- Review of public comment
- Committee deliberations

### THURSDAY, DECEMBER 3:

- Review of public comment
- Committee deliberations

### THURSDAY, DECEMBER 17:

- Review of public comment
- Committee deliberations

### THURSDAY, JANUARY 7:

- Review of public comment
- Committee deliberations
- Agreement regarding preliminary recommendations
- Preparation for the Public Preview

### THURSDAY, JANUARY 21:

- Public Preview (to share the preliminary recommendation with the community informally and to solicit their input)

THURSDAY, FEBRUARY 4:

- Review of public comment (Public Preview and other)
- Consider revisions to the preliminary recommendation suggested by public comment
- Prepare for the Public Hearing

THURSDAY, FEBRUARY 18:

- Public Hearing (to share the emerging recommendations and to solicit formal public comment)

THURSDAY, MARCH 3:

- Review of public comment (Public Hearing and other)
- Consider revisions to the emerging recommendations suggested by public comment
- Agreement regarding emerging final recommendations
- Discussion of transition needs and strategies (ways the district and individual schools can support children and families affected by boundary changes)

THURSDAY, MARCH 17:

- Adoption of final boundary recommendations
- Adoption of transition suggestions
- Preparation for the transmittal of the final recommendations to the superintendent

## RICHARD JOHN WITHYCOMBE

WITHYCOMBE SCOTTEN & ASSOCIATES

Portland, Oregon

503.287.7413

- 1983- President of Withycombe Scotten & Associates, a private consulting firm specializing in facilitation services, staff and community engagement, strategic planning and facilities planning.
- 1976-1983 Director, General Assistance Center/Northwest Race Desegregation Assistance Center at Portland State University, a federally funded program providing training and technical assistance to school districts in Oregon, Washington, Idaho and Alaska
- 1976-1983 Assistant Professor, School of Education (Portland State University)
- 1975-1976 Evaluation Specialist, General Assistance Center (Portland State University)
- 1973-1976 Director of Research and Training (John Adams High School, Portland Public Schools)
- 1973-1976 Director, Portland Urban Teacher Education Program (Oregon State University and Portland Public Schools)
- 1970-1973 Associate Director, Portland Urban Teacher Education Program (Oregon State University and Portland Public Schools)
- 1970-1976 Assistant Professor, School of Education (Oregon State University)
- 1968-1970 Instructor, Foundations Division (School of Education, Oregon State University)
- 1967-1968 Member, teacher-guidance staff (Chemawa Indian School, Bureau of Indian Affairs)
- 1966-1967 High school social studies teacher and department chair (Siuslaw School District)

## EDUCATION

- Ed.D. Oregon State University, 1974 (major in curriculum and instruction, with emphasis in secondary and higher education administration)
- M.S. Oregon College of Education, 1968 (major in secondary education, with emphasis in the social sciences)
- B.S. Oregon College of Education, 1966 (major in secondary education)

## REPRESENTATIVE ASSIGNMENTS 2004-2015

### WASHINGTON

#### Bellevue School District

Consultation in the design and implementation of a comprehensive growth planning study; facilitation of boundary committee meetings; facilitation of high school start-time feasibility study committee (with Mercer Island).

#### Bremerton School District

Facilitation of staff and community visioning committee; facilitation of strategic planning initiative; facilitation of superintendent selection criteria task force.

#### Central Kitsap School District

Facilitation of junior high school visioning and educational specifications; strategic planning for educational options programs; facilitation of facilities planning for educational options programs.

#### City of Kent

Facilitation of Diversity Advisory Board strategic planning initiative.

#### Clark-Kjos Architects/Griffin Bolte Jurgens Architects

Facilitation of partnership meetings for design collaborative also involving Skanska and client Good Samaritan Multicare (Puyallup).

#### Everett School District

Facilitation of elementary and middle school boundary committee processes.

#### Issaquah School District

Strategic planning; facilitation of K-12 boundary review committee.

#### Lake Washington School District

Facilitation of elementary boundary committee.

#### Marysville School District

Facilitation of long-range facilities planning committee process.

#### Mercer Island School District

Facilitation of elementary boundary change process; facilitation of high school start-time feasibility study committee (with Bellevue School District).

#### Mukilteo School District

Facilitation of space advisory committee (elementary school crowding).

#### North Thurston School District

Facilitation of two long-range facilities/bond recommendations committee; facilitation of high school educational specifications process.

### Olympia School District

Facilitation of staff and community curriculum adoption committee.

### Pasco School District

Facilitation of high school boundary committee; facilitation of multiple long-range facilities/bond recommendations committees; facilitation of multi-track year-round education task force; facilitation of Multi-track Year-round Education Task Force.

### Shelton School District

Facilitation of program development initiatives; facilitation of long-range facilities committee; facilitation of elementary design teams; facilitation of budget development process; board development; strategic planning.

### Snohomish School District

Facilitation of elementary and high school boundary committees; facilitation of two long-range facilities/bond recommendations committees; facilitation of elementary and middle school educational specifications committees; bond program planning; facilitation of long-range technology planning committee process and district/community visioning task force.

### South Kitsap School District

Facilitation of long-range facilities/bond recommendations committee; facilitation of time restructuring committee; facilitation of science curriculum adoption process; facilitation of visioning and strategic planning committees; facilitation of Call to Action initiative; facilitation of agreements between transportation department and union representatives; facilitation of high school academic calendar transition planning.

### Tacoma School District

Design of school boundary process planning, facilitation of technical team preparation.

## OREGON

### Adventist Health Medical Group

Organizational development, A & M physicians group.

### Canby School District

Facilitation of elementary and middle school boundary committees.

### Centennial School District

Strategic planning for technology department.

### Central School District

Facilitation of bond program planning; board development.

### Clackamas Community College

Facilitation of committee process to develop campus-wide, long-range technology plan.

### Clackamas Education Service District

Facilitation and documentation of the Clackamas County Educational Investment Summit; facilitation of strategic planning (superintendents' Service Delivery Subcommittee).

### City of Happy Valley

Strategic and transition planning; community engagement.

### City of Gladstone

Facilitation of city/school district collaboration planning; facilitation of community capital improvements task force.

### Early Head Start Family Center of Portland

Facilitation of board-level transition and strategic planning processes.

### Forest Grove School District

Facilitation of elementary boundary committee process.

### Gladstone School District

Facilitation of school board/administration strategic planning; facilitation of long-range facilities/bond recommendations committee; facilitation of high school schedule committee; facilitation of visioning/educational specifications committees for the Center for Children and Families and Gladstone High School; facilitation of partnership agreements for the Center for Children and Families; facilitation of high school and higher education collaboration agreements; strategic planning consultation; facilitation of community-and-staff technology planning committee process.

### Gresham-Barlow School District

Facilitation of middle school visioning/educational specifications committee; facilitation of staff development calendar/high school schedule committee; program study for the Center for Advance Learning; facilitation of community-based planning process for school merger (Damascus K-8 Study).

### Lake Oswego School District

Facilitation of community Fundraising Equity Committee.

### Lane Educational Service District

Strategic planning; program evaluation; facilitation of resolution planning.

### Molalla River School District

Board development; facilitation of long-range facilities/bond recommendations committee; facilitation of strategic planning involving cabinet and board.



### Portland Public Schools

Facilitation of long-range facilities/bond recommendations committee; facilitation of eastside options committee (school facility utilization); facilitation of partnership agreements regarding the joint use of school and community facilities at New Columbia Campus; facilitation of school organization study at Madison High School; facilitation of Early Learners initiative; strategic planning for Jefferson Cluster schools; facilitation and documentation of a community-based facilities visioning process.

### Portland State University (Quality Improvement Center)

Third-party evaluation of regional Head Start training and technical assistance services; strategic planning.

### Rogue River School District

Facilitation of board/administration strategic planning initiative; community engagement.

### St. Helens School District

Facilitation of elementary boundary committee.

### Three Rivers School District

Facilitation of community-based budget reduction committee process.

### Tigard-Tualatin School District

Facilitation of budget-development committee.

### Regional Education Service District Planning

Facilitation of collaborative service agreements among Multnomah ESD, Columbia Gorge ESD, Northwest Regional ESD, Clackamas ESD, and Willamette ESD.

## OTHER WESTERN STATES

### South Central Head Start, Idaho

Facilitation of partnership/facilities planning initiative.

### Friends of Children and Families Head Start (Boise), Idaho

Facilitation of board and administrative strategic planning initiatives.

### Kalispell School District, Montana

Facilitation of vocational review task force (program development/transition to two high school district).

### Washoe County School District, Nevada

Facilitation of capital projects planning and management; facilitation of elementary and middle school boundary committees; facilitation of high school improvement initiatives; community engagement; facilitation of school board/administration retreats.

## CLIENT LIST: 1983-2003

### WASHINGTON

Arlington School District; Bethel School District; Central Kitsap School District; Chimacum School District; City of Kent; Clover Park School District; Council of Educational Facilities Planners International; The Evergreen State College; Federal Way School District; Issaquah School District; Kent School District; Monroe School District; Mukilteo School District; North Kitsap School District; Northshore School District; Pasco School District; Seattle Public Schools; Shelton School District; Shoreline School District; Vocational Skills Centers.

### OREGON

Beaverton School District; Bend-LaPine School District; Canby School District; Centennial School District; Clackamas Educational Service District; Cosgrave Vergeer & Kester, Attorneys at Law; Hillsboro School District; Lane Educational Service District; NIKE Inc.; North Marion School District; Oregon City School District; Oregon Trail School District; Pleasant Hill School District; Silverton School District; West Linn-Wilsonville School District; Woodburn School District.

### IDAHO

Kellogg School District; Kimberly School District; Mullan School District; Orofino School District; South Central Head Start; Twin Falls School District; Wallace School District.

### REGIONAL

Administration for Children and Families (Region X, Head Start); US Army Corps of Engineers (Portland office).



## **IN-DISTRICT BOUNDARY PROCESS**

### **POLICY ISSUE / SITUATION:**

In May 2014, voters approved a new bond measure for the students of the Beaverton School District. One of the purposes of the bond program is to increase school capacity to address growing student enrollment in the District. As a result, school attendance boundaries will need to be adjusted pursuant to School Board Policy JC, SCHOOL ATTENDANCE AREAS.

### **BACKGROUND INFORMATION:**

The 2014 bond includes adding three schools and replacing four more for a total of seven new school buildings. Together, these projects will increase Beaverton School District's capacity by over 4,500 students. The attached table provides specific data by grade level and the current schedule for completing these projects. A School District map is also provided depicting the locations where the capacity is being added. Overcrowding already exists in some schools with rapid housing construction occurring in the north part of the District, and there is expected high growth in the South Cooper Mountain area.

Policy JC sets forth the attendance boundary criteria that the District will apply in the boundary adjustment process. In addition, the Superintendent proposes the following objectives:

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

The District will establish an advisory committee, including school principals and representative community members, to engage in an inclusive, comprehensive process to study and recommend attendance boundary changes. This process, which will commence in mid-October and continue through March 2016, will involve all five comprehensive high schools and other schools at the elementary and middle school level. The effective dates of the adjustments will vary as new elementary and middle schools are completed and ready for occupancy. Prior to presenting his recommendation to the Board for approval, the Superintendent will verify the committee adhered to the adopted criteria and achieved the stated objectives.

### **RECOMMENDATION:**

**(15-544)** It is recommended that the School Board approve the upcoming boundary adjustment process and the above-stated objectives.

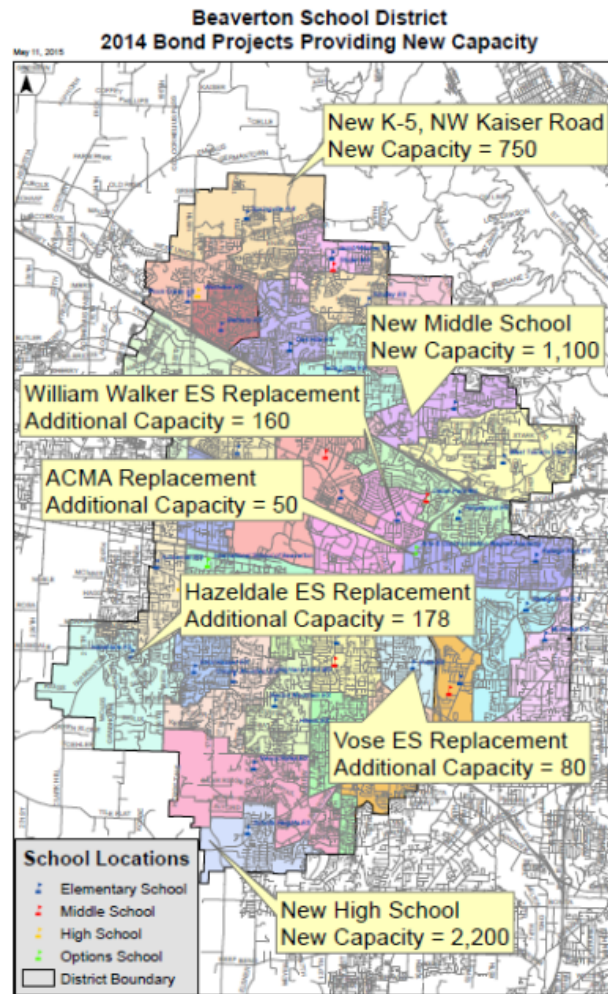
Attachment C

**District Goal:** All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

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## Capacity Increases District-wide

Project	Additional Capacity by School Level			Date New Capacity Becomes Available
	HS	MS	ES	
New High School	2,200			Sept 2017
New Middle School		1,100		Sept 2020
New K5			750	Sept 2017
Vose Replacement			80	Sept 2017
William Walker Replacement			160	Sept 2018
Hazeldale Replacement			178	Sept 2019
ACMA Replacement	25	25		Sept 2020
Totals by Level	2,225	1,125	1,168	
District-wide Grand Total	4,518			



### BEAVERTON SCHOOL DISTRICT

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### School Board Policy JC Criteria for Attendance Boundary Adjustments

CRITERIA	DESCRIPTION OF CONSIDERATION
AVAILABILITY OF SPACE	<ul style="list-style-type: none"><li>• Projected capacity of school given current permanent and portable capacity.</li><li>• Projected enrollment generated from current and projected residential development of neighborhoods proposed for inclusion within schools' attendance boundaries.</li><li>• Consider "core capacity" for projected enrollment; gymnasium and/or other multi-purpose or activity space; library and other multimedia space; cafeteria space; other common areas.</li><li>• Ensure restroom capacity meets municipal building code.</li></ul>
PROXIMITY TO SCHOOL	<ul style="list-style-type: none"><li>• Consider proximity to school, with priority to children who can access safe walk routes.</li><li>• Attendance boundary perimeters of relative equal distance from a school.</li><li>• Neighborhood school concept.</li></ul>
NEIGHBORHOOD UNITY	<ul style="list-style-type: none"><li>• Residential areas contained within major arterial and collector roads/streets or within major natural features (wetlands, streams, green spaces, topographic variations, etc.)</li><li>• Consider major access points to neighborhoods.</li><li>• Avoid dividing neighborhoods with strong historical identities.</li><li>• Consider neighborhoods with commonly shared facilities: swimming pool, playgrounds, parks, etc.</li><li>• Use backyard property line divisions, rather than opposite sides of small neighborhood streets, when possible.</li><li>• Formal and informal neighborhood associations (do small student enclaves perceive themselves as closely associating with one neighborhood or another).</li><li>• Maintain to the extent possible a continuous and stable elementary to middle school to high school feeder system.</li></ul>
SAFETY	<ul style="list-style-type: none"><li>• 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.</li><li>• Avoid crossing main arterial roads and streets, and other potential safety hazards.</li></ul>
TRANSPORTATION	<ul style="list-style-type: none"><li>• Consider relative financial cost to the District when determining to which school a "bussed community" will be assigned.</li><li>• Consider rider-time when determining to which school a "bussed community" will be assigned.</li><li>• Consider neighborhood proximity to common bus routes.</li><li>• Avoid non-contiguous attendance boundaries.</li></ul>
STUDENT BODY CONFIGURATION	<ul style="list-style-type: none"><li>• Consider balance between schools of ethnic, socioeconomic, and language differences and other elements of diversity.</li><li>• Attempt to provide for capacity of special program siting.</li></ul>
STAFFING PATTERNS	<ul style="list-style-type: none"><li>• Plan for capacity that allows for necessary special education and/or other special program expansion.</li><li>• Provide sufficient enrollment to allow for development of new school identity and culture.</li><li>• Provide sufficient enrollment for efficient allocation of educational and itinerant specialist time.</li></ul>

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