

High School Boundary Process - Phase II - April 2016

Boundary Recommendation now under review by Supt. Jeff Rose

Phase I

- High School Boundary Committee work- September 2015 – March 2016
- High School Boundary Committee process completed March 17, 2016.
- Recommendations have been forwarded to Supt. Jeff Rose.

Phase II

- Supt. Jeff Rose will review recommendations during April 2016.
- Supt. Rose will accept and read all public comment received since the Committee work ended.

Boundary Webpage Redesigned for Phase II

Webpage Message

The High School Boundary Committee completed its work on March 17, sending their recommendations to Superintendent Jeff Rose. Dr. Rose intends to complete the task given to him from the School Board. He will be reviewing the recommendations over the next several weeks and accepting public comment prior to presenting his final recommendations to the School Board. The high school principals are fully committed to implementing the final boundary recommendations and transition plans.

Public Comments to Supt. Rose- rename the link/fillable email form

Supt. Rose will read and consider all public comments received during this period. However, he will not be able to respond to individual public comments. The District will provide updates via a variety of communication channels on the general themes of the comments being received as well as responses or questions Dr. Rose is exploring.

Process Information

Phase I Committee information will be rolled up and links provided to all materials generated from August - March.

Phase II Information will be at the top of the webpage with Phase I links below.

Meeting with the High School Principals and Boundary Committee

Supt. Rose will meet with the High School Principals and Boundary Committee in early April, and as often as needed, to ask clarifying questions and understand the rationale for the boundary recommendations.

Communication during Phase II

BSD will use a variety of communication strategies to keep the community informed during Phase II, including compiling the general themes from the public comment. The Boundary webpage will be updated regularly and the webpage link will be used in communications/outreach.

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

Jon Franco

Technical Team Members

Ron Porterfield

Carl Mead

Dick Steinbrugge

Mike Chamberlain

Maureen Wheeler

Robert McCracken

Craig Beaver

Debby Wohlmutter

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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

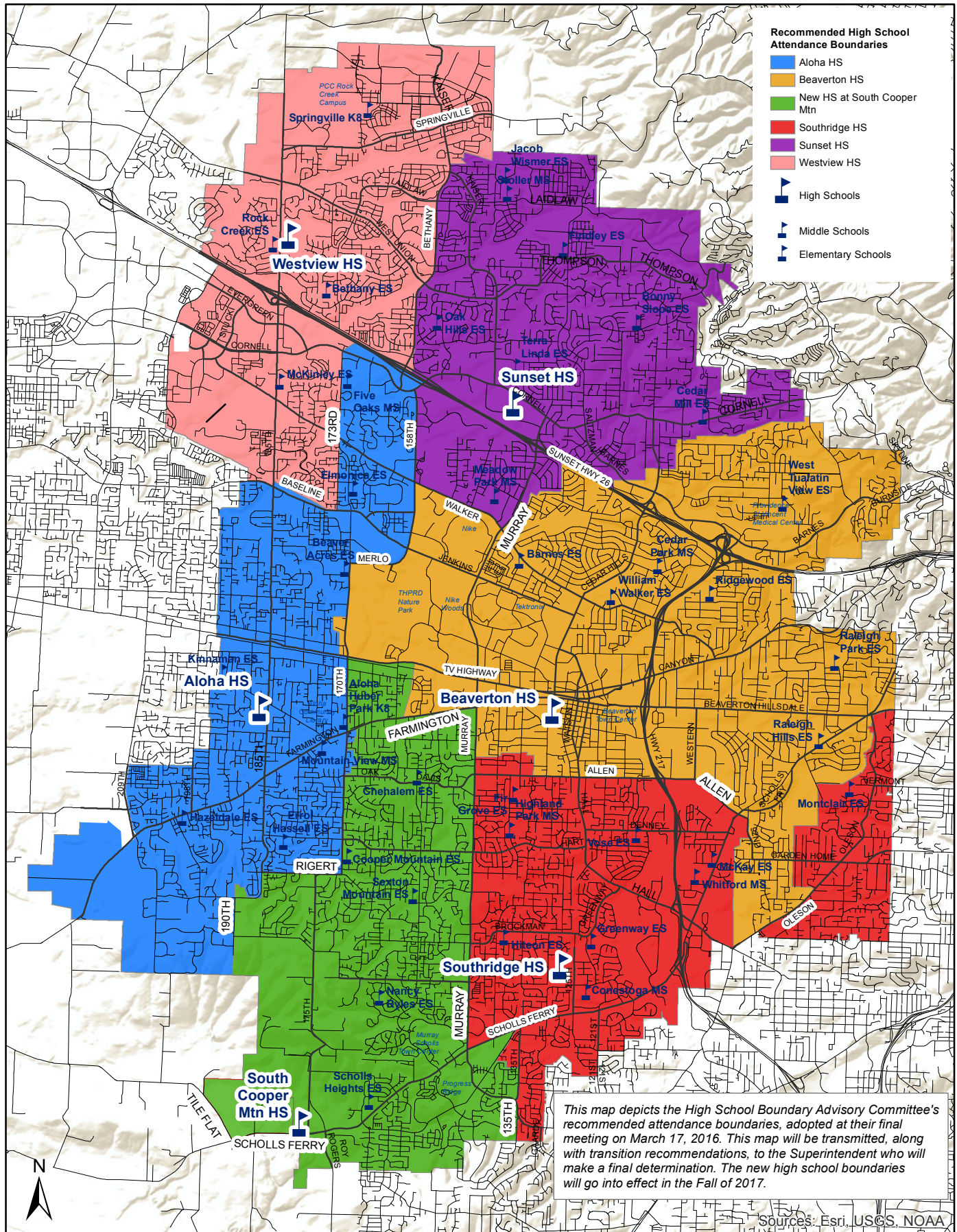
The High School Boundary Adjustment Advisory Committee adopted its final boundary adjustment recommendations at the conclusion of its March 17 meeting, by a vote of 13 to one, with one member absent. That package comprises a map of the recommended 2017-2018 high school attendance areas and also four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

High School Boundary Advisory Committee Recommended SY 2017-18 Attendance Boundary Map

March 17, 2016



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.