

## MEMORANDUM

DATE: December 2, 2019  
FROM: Steven A. Sparks, AICP  
TO: Middle School Boundary Adjustment Advisory Committee  
SUBJECT: Committee Questions

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Following the November 21, 2019 Middle School Boundary Adjustment (MSBA) advisory committee meeting, committee members have posed to staff a number of questions. The following lists the questions that have been received from the Committee with a staff response. This memorandum also includes, by reference, the December 2, 2019 staff memorandum addressing questions since the November 5, 2019 advisory committee meeting.

1. *Why was a new middle school constructed in the Timberland neighborhood?*

The Beaverton School District started its consideration of a new middle school immediately after the opening of Stoller Middle School in 1999. The District adopted a Long Range Facilities Plan in 1999 which identified the need for a new middle school site north of Highway 26 and generally east of Bethany Boulevard. This plan was adopted prior to the North Bethany area being brought into the Urban Growth Boundary. As a part of the 2006 capital bond measure, the School Board included property acquisition of a new middle school property as a priority. Consistent with Plan, the District acquired the Timberland neighborhood property as a part of the 2006 capital bond program. The Timberland site was found to be the only site of sufficient size that could be acquired. A second capital bond measure was required to fund the construction of the new school. This was achieved through the 2014 capital bond program.

2. *How were the "Theme Maps" created and how will they be used?*

The dozens of submitted workshop maps submitted during and after the November 5, and November 21, 2019 Committee meetings, were summarized by staff into four (4) theme maps which represent the most commonly expressed ideas from the community. The theme maps are to be used as starting points for the Committee's deliberations beginning at the December 19, 2019 Committee meeting. The Committee is free to consider any idea, whether the idea is represented on any map or not. The Committee's recommended map may or may not resemble any of the theme maps.

3. *Should the Stoller MS enrollment be at the same level (or event slightly below) the district average for middle schools?*

The Committee should base its recommendation on the Board objective concerning the enrollment capacity at Stoller MS. Staff note that the objective states “provide a projected student population of approximately 90% of the permanent capacity of Stoller MS” (emphasis added). The capacity goal is to reduce student enrollment to a size that is comparable to other middle schools and to allow for student enrollment increases that are projected to occur over the next several years. Increased student enrollment is associated with the recent and future residential development in the North Bethany area.

4. *Does the 90% enrollment target for Stoller MS provide adequate buffer for new growth in the North Bethany area?*

The North Bethany area is largely built out. There are areas that have yet to be developed, but not to the scale that has taken place in the past 3-5 years. These new neighborhoods will continue to mature over the next 10-12 years. Based on our and PSU projections, the Board Objective of approximately 90% student enrollment will be sufficient.

5. *What is the reasoning behind excluding the portables? The target we have suggests we’ll be moving 600 or more students out of Stoller. However there’s capacity in portables for nearly 300 students there today, so if that is also eliminated, we’re giving up half of the gains we’d be making in terms of the impact of class size at Stoller.*

The District’s goal is to have all students in classrooms within the permanent structure. This goal is critical for the District's equity pillar and for student and staff safety. Portables are intended to be used for temporary purposes. By building a new middle school, capacity within the District has increased and all students should be able to be accommodated within the permanent school building.

6. *How will data be presented to the committee showing the future growth anticipated in the northern and southern ends of the district? Will the committee need to take into account growth beyond the projected enrollment numbers or is that out of the scope of our committee?*

The projection data that is provided to the Committee includes new residential development. Our planning horizon is 10 years which is why the PSU forecast goes to SY 2028-29. When new residential development becomes available is an estimate. Staff are in regular communication with the residential developers in the area to understand their construction and sales projections.

7. *North Bethan Subarea Plan questions:*

- A. *How much of the approved housing development is accounted for in the themes and associated numbers shared on 11-21-19?*

Only the housing which has been occupied by students is accounted for in the theme maps provided at the November 21<sup>st</sup> Committee meeting. As noted at the meeting, the number of students associated with the maps were for resident students for SY 2019-20. The materials provided for the December 19<sup>th</sup> Committee meeting includes student enrollment projections for all current and future residential development within the District, including the North Bethany planning area.

- B. *The high density housing approved on either side of Kaiser Road, which high density areas will feed into which elementary school?*

The high density residential areas referred to in this question is along Kaiser Road between Shackelford Road on the north and Brugger Road on the south. This area is located within the Sato Elementary School attendance area.

8. *How will data be provided to the committee for student body composition?*

Data to be provided will include socio-economic and ethnic data based on proposed attendance boundaries.

9. *What is the enrollment in middle school option programs and what are those students' home school?*

The number of option program enrolled students and their home school location are noted in the attached materials.

10. *How exactly will the committee take into account the students leaving an attendance area to attend the option schools?*

Please refer to the attached materials. Option school enrollment depends on resident location and the option program. Staff will be able to explain in more detail how the calculations were made at the December 19 Committee meeting.

11. *What has been the Springville K-8 enrollment history for resident Grade 6-8 students.*

Please refer to the attached materials.

12. *Can the district provide enrollment data and permanent capacities for all of the elementary and high schools? Can the enrollment data show the last 3-4 years to show growth/decline patterns at the elementary and high school levels?*

Please see attached for the enrollment data for the current school year and the permanent capacities of the elementary, middle, and high schools in the district.

13. *What is the maximum distance/time from a given school can a student be/allowed to be bused by BSD.*

There is no maximum distance or time for a bus route. Distance and time are dependent on the student's home location. When developing bus routes and schedules, the Transportation Department's goal is to be as efficient as possible and minimize the time a student is being transported.

14. *It would be helpful to see if there are any overlapping walking zones. It would also be helpful to see what the walk zone would look like for the new middle school at Timberland.*

There are no examples of overlapping walk zones. However, there may be opportunities to create new walk zones based on boundary adjustments. As new boundaries are identified, walk zone data will be provided to the Committee.

15. *Does the State of Oregon reimburse for transportations costs?*

The District is reimbursed for education-related bus services from the State School Fund for 70% of its expenditures.

16. *What is the middle school programming review?*

Superintendent Grotting has created an internal task force to review all middle school programming and to develop a consistent, comprehensive set of curriculum to be applied equally at each of the District's middle schools. The task force is working to develop a recommendation for Superintendent Grotting's review and action. A timeline for implementation of the new middle school curriculum has not been decided.