



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:

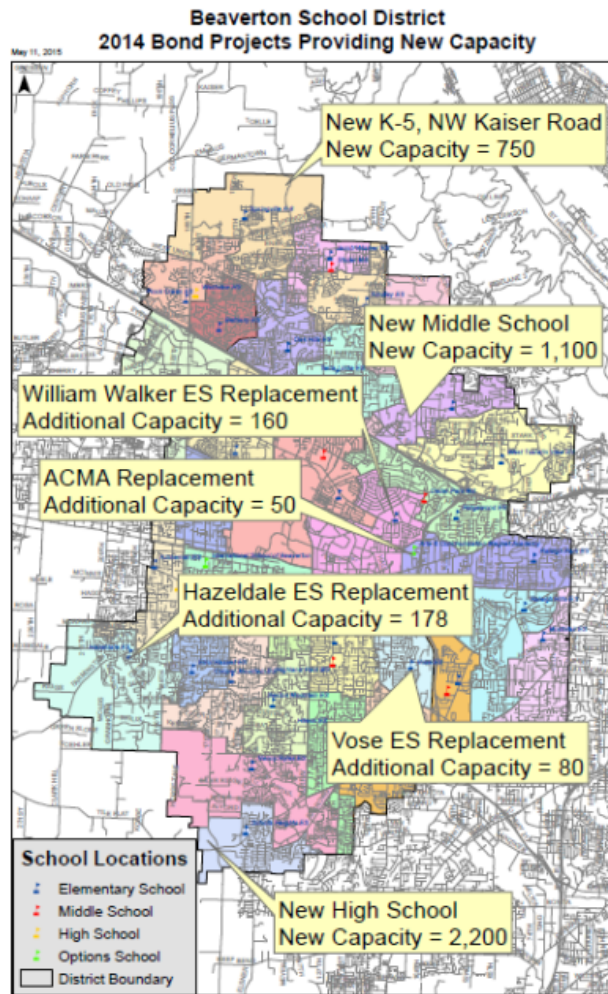
(15-544) It is recommended that the School Board approve the upcoming boundary adjustment process and the above-stated objectives.

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.

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"> • 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 multi-purpose or activity space; library and other multimedia space; cafeteria space; other common areas. • Ensure restroom capacity meets municipal building code.
PROXIMITY TO SCHOOL	<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.
NEIGHBORHOOD UNITY	<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. • 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.
SAFETY	<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.
TRANSPORTATION	<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.
STUDENT BODY CONFIGURATION	<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.
STAFFING PATTERNS	<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. • Provide sufficient enrollment for efficient allocation of educational and itinerant specialist time.