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**IN-DISTRICT BOUNDARY PROCESS**  
**2015-2016****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.

This fall, the District will begin a process to redraw the District boundaries beginning with the high school attendance areas.

**Background Information**

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

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

The following packet provides more detail about aspects of the In-District boundary adjustment process.

**RECOMMENDATION:**

It is recommended that the School Board discuss the in-district boundary process with the facilitator, Dick Withycombe and the District boundary technical team.

The District recommends the School Board support a change in the sequencing of the Boundary Adjustment Process.

**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.

## **In-District Boundary Process**

The Beaverton School District wants to do this well. We have the interests of our students and families uppermost in our thoughts and actions. Adjusting boundaries is a challenging and emotional task. The District is committed to boundary adjustment processes that are transparent, collaborative and inclusive.

### **How will we sequence the Boundary Adjustment Process?**

At the June 1, 2015 Board Meeting, the Board approved the upcoming boundary adjustment process: *The 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.*

Since the June 1<sup>st</sup> meeting, the Technical Team has worked with the facilitator, and it has become clear that it would be important to do one level at a time, preferably the high schools. This is based on the facilitator's vast experience with school districts across the Pacific Northwest of similar size and demographics. Doing multiple levels at the same time increases the risk of confusion and miscommunication with stakeholders. The suggested timeline for the high school process is Oct. 2015 to March 2016. Meetings are scheduled for every other week. Two meetings per month is an aggressive schedule. The Technical Team will need sufficient time between meetings to prepare the next agenda/materials and respond to Committee and community questions.

Following the completion of the high school process, the District would commence the elementary process. Two options for timing include: Spring 2016 - Fall 2016 or Fall 2016 and finish before the end of December 2016. Another Boundary Advisory Committee comprised of elementary principals and parents/community members would be recruited.

This proposed schedule means we will have completed two levels in approximately one year.

With new construction coming on line over the next several years, the Technical Team and the facilitator are in agreement that we should delay the middle school boundary process until we are closer to the school opening as a middle school. By doing so, we will have more accurate demographic information to inform the process.

Here is a proposed long-range timeline:

#### 2015-16

- High school boundaries completed (spring 2016)
- New middle school completed at 118<sup>th</sup> in the Timberland area in Cedar Mill

#### 2016-17

- Vose Elementary rebuilt, located at 118<sup>th</sup>
- Elementary boundary process completed

#### 2017-18

- Vose Elementary opens
- William Walker Elementary rebuilt, located at 118<sup>th</sup>
- New high school opens
- New elementary school on Kaiser Road opens (north end)

2018-2019

- William Walker opens
- Hazeldale Elementary rebuilt, located at 118<sup>th</sup>

2019-20

- Hazeldale Elementary opens
- ACMA rebuilt, located at 118<sup>th</sup>
- Middle School boundary process complete

2020-21

- ACMA opens
- Middle School opens

### **Technical Team**

We have assembled a technical team of six representing Teaching & Learning, Facilities, Communications & Community Involvement, and Transportation. (Ron Porterfield, Carl Mead, Dick Steinbrugge, Maureen Wheeler, Mike Chamberlain, Craig Beaver and Robert McCracken) The Technical Team will work closely with a very experienced boundary process facilitator, Dr. Dick Withycombe to help develop materials and communications to keep all stakeholders informed and engaged throughout the process.

### **Recruitment and Selection of Boundary Advisory Committee**

The District has asked high school principals to help identify and recruit two parents or community members to serve on the Boundary Advisory Committee. Each high school principal will also serve on the Committee.

In addition, we have published this information using a variety of communication channels.

We accepted letters of interest through September 25. Shortly after the deadline, we will convene a team including the high school principals and members of the Technical Team to review applications and select members of the Boundary Advisory Committee. The selections will be discussed with the Superintendent as the last step in the selection process.

### **Role of the Boundary Advisory Committee**

The Boundary Advisory Committee will use Policy JC to study and recommend attendance boundary changes to balance enrollment at the five comprehensive high schools.

In addition, the Superintendent proposed the additional objectives:

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

### **Boundary Advisory Committee Meetings**

There will be 10-11 meetings between Oct. 2015 and March 2016, or two meetings per month. This is an aggressive timeline. All meetings will be open to the public. Written public testimony will be accepted and reviewed by the Committee at each meeting. There will be a Public Preview meeting on January 21, 2016 to share preliminary recommendations with the community and to solicit their input. There will be a Public Hearing on February 18, 2016 to share emerging recommendations and to solicit public comment.

After each meeting, the Technical Team will take the Boundary Advisory Committee input and public input to prepare the next iteration of a proposed boundary adjustment and supporting materials. A Meeting Summary will be prepared following each Committee meeting.

**Student Voice**

Mike Chamberlain, Executive Administrator for High Schools & Option Programs will be facilitating several input opportunities with the Student Advisory Committee representing each of the high schools. The students will be encouraged to participate in the Public Preview and Public Hearing meetings.

**Communication Plan**

The District will develop a webpage dedicated to the Boundary Process. Meeting Summaries, Frequently Asked Questions and other supporting documents and maps will be available. In addition, there will be an Input button to make it easy to provide input to the process.

**Recommendation to Superintendent**

After March 2016, Superintendent Jeff Rose will receive the Boundary Advisory Committee recommendation. He will need some time to consider the recommendations and a series of transition plans and to ensure that the policy and objectives as set forth by the School Board were followed. Then, the Superintendent will bring his recommendation forward to the School Board.

# BEAVERTON SCHOOL DISTRICT

## 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>