

**WE EXPECT EXCELLENCE****WE INNOVATE****WE EMBRACE EQUITY****WE COLLABORATE**

LONG RANGE PLANNING STUDY

POLICY ISSUE / SITUATION:

The Beaverton School District (District) is the third largest school district in the State of Oregon and has historically been one of the fastest growing districts. The District sees an opportunity to look long term within its boundary to obtain an understanding of what future school facilities will be needed as residential growth continues to expand.

BACKGROUND INFORMATION:

The District has a current School Facility Plan that complies with ORS 195.110. This plan was adopted in 2010 and provides a ten-year outlook for facility needs as well as describing school facility and campus requirements. As well, District voters approved a \$680 million school construction bond program in 2014 that is providing funding for a number of new, reconstructed and updated facilities throughout the District.

The Long Range Planning Study (LRPS) will look beyond the ten-year requirements of ORS 195.110 and examine how the District could develop in the longer term as population growth continues within its service boundary. The long range look will consider factors such as residential growth in Urban Reserve areas, “build-out” of concept plan areas (South Cooper Mountain, North Bethany and Area 93) and existing developed areas where redevelopment or infill could take place.

The Long Range Planning Study’s (LRPS) purpose is to explore a variety of future growth, development and school programming scenarios, over a 50-year period. The process is designed as a technical exercise to define and evaluate future trends, in collaboration with partner jurisdictions (i.e. City of Beaverton, Washington County, Metro). The resulting product will not constitute a facilities plan, per se, but a technical report presenting findings regarding the District’s future in a high growth part of the region. The LRPS will then serve as a resource for future facility and district planning efforts. The scope of work for consulting services support is attached.

Current status: Proposals have been received and evaluated by a selection committee. The best proposal was judged to be from ECONorthwest, which teamed with Malhum Architects. Fee negotiations are underway and staff expects to bring a contract award recommendation to the Board at the February 22, 2016 Business Meeting.

RECOMMENDATION:

None. Provided for information as a status update.

District Goal: WE empower all students to achieve post-high school 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.

BEAVERTON SCHOOL DISTRICT FUTURES STUDY

BACKGROUND:

The Beaverton School District (District) is the third largest school district in the State of Oregon and has historically been one of the fastest growing districts. The District sees an opportunity to look long term (beyond 2025) within its boundary to obtain an understanding of three critical topic areas:

- Demographics and Development: What are the demographic trends and future urban development patterns anticipated to occur within the District's boundary over the next 50 years that should be taken into account from a facility requirements perspective? What are the implications of Washington County's Transportation Futures Study & Metro's revised population/household projections for the District?
- Education Model: What are important trends in the delivery of K-12 educational services that may affect the way we approach facility use, space needs, land needs, development of new schools, redevelopment of existing sites, or partnerships with other agencies?
- Facility Needs: How does this information translate into future school facility and land needs to address these trends and residential growth as it continues to expand? What new approaches may be needed to evaluate and plan for the District's facilities, current and future?

The District has a current School Facility Plan that complies with ORS 195.110. This plan was adopted in 2010 and provides an outlook for facility needs to 2025 as well as describing school facility and campus requirements. This effort is not an update of the District's 2010 ORS 195.110 School Facility Plan.

STUDY PURPOSE AND OBJECTIVES:

The Futures Study is unlike any that the District has done in the past and will provide an opportunity for "out-of-the-box" thinking. The central purpose of the Futures Study is to inform long range decisions regarding planning and investments for future school facilities.

The specific objectives and outcomes the District is looking for from the study are:

- An exploration of potential demographic and socio-economic shifts within the District and a discussion of the implications of shifts or trends;
- Consideration of future education models, how they may evolve and how that may impact school facility, space and land needs;
- An understanding of the growth potential for the District over the long-term (~50 years), assuming, for example, full build-out of Concept Plan and Urban Reserve areas within the District's boundary and infill development;
- An understanding of potential District needs for land acquisition, support facilities, potential for redevelopment of existing school sites and support

facilities to accommodate forecasted growth and the identification of alternative approaches to providing new school facilities; and

- A mechanism to monitor future growth and development trends and challenges and an understanding of policy options the District could consider to address future trends

STUDY APPROACH:

The Futures Study will focus on a longer term planning horizon and broadly consider what the District could look like when it “builds out” through development of concept plan areas (South Cooper Mountain, North Bethany, South Hillsboro, River Terrace and Bonny Slope), future development of Urban Reserve areas within the District’s service boundary, and existing developed urban areas where redevelopment or infill will likely take place.

The Futures Study will look at future trends and factors that will influence school building programs and campus development and may consider the following factors:

- Long-term forecasts (beyond the typical 20-year forecast)
- Development of all Urban Reserve Areas
- Washington County Transportation Futures Study Land Use Scenarios
- Demographic shifts in District populations
- Composition of future growth and where it is occurring
- School district boundaries
- New education models / programs
- Support facilities (transportation services)
- School site characteristics
- Facility capacity requirements at all educational levels
- Building and site efficiencies (redevelopment of existing sites, new sites)
- Future land needs
- Athletic facilities and programs
- Agency and community partnerships
- Community role and values

The product of this effort is not intended to be a policy document but rather a report that lays out possible futures for the District based on observed trends in demographics, land use and housing development patterns, education models and facility needs. The Futures Study Report should present future scenarios and include alternative approaches, strategies and actions which the District may consider in subsequent planning and policy development efforts.

COMMITTEE APPROACH:

Based on this background, the District will retain a project team to provide the information needed to evaluate long range development future scenarios, assess potential impacts on school facilities and determine long range facility (including land) needs to accommodate the future scenarios. The District does not envision that the selected team will be responsible for a large community outreach effort associated with this study. It does, however, anticipate that the selected team will coordinate this technical work effort with a Study Advisory Committee (SAC) that

will be comprised of District and public agency representatives to provide the Superintendent and Beaverton School Board with recommendations on long-term facility strategies, needs and policy options. It is anticipated that, following the technical assessment, the District will conduct public and community outreach activities (i.e. the selected project team will not be expected to participate in these outreach activities). The District will maintain a project website during the course of the project with the project team providing materials and exhibits to include on the website.

The District would like to develop the Futures Study between March 2016 and October 2016. The Study's recommendations would then be forwarded to the School Board in November 2016 for consideration.

SCOPE OF SERVICES:

Based on the general approach noted above, the District is seeking the services of a consultant (or consulting team) to provide the technical support to implement the following general program for the Futures Study. The proposer is encouraged to include their thoughts and recommendations on the Scope of Services and any modifications to the approach:

Task 1: Initiate the study

- Refine work plan
- Establish Study Advisory Committee (District lead)
- Detail Study Advisory Committee involvement plan (4 – 5 Committee meetings assumed)
- Develop Project Management Plan

Task 2: Background Information

- Working with District staff, compile background materials (enrollment forecasts, facility conditions - rely on existing information, related planning studies, etc...) needed for the study.
- “District Context” – provide an assessment of characteristics of the District. Provide resource information on socio-economic, physical and other attributes of the District that will influence future facility and educational programming decisions.
- Compare the District to regional, state and national socio-economic / demographic trends. The District appears to be unique in that it is home to the largest and most readily available supply land for single-family homes in the region - what are the implications of this? Is the District more likely to attract households seeking single-family homes than other parts of the region?
- Examine in-migration trends to the District and compare with region/state trends - who's here now, who has been moving here (or moving out), and who's likely to arrive in the future.
- Review previous District school facility planning documents.
- Research and compile information on national, state and local trends associated with school facilities and educational programming requirements (e.g. all-day Kindergarten) that could influence school facility needs in the future.

- Determine methodology for developing long-term (e.g. beyond 10 to 20 years) student enrollment forecasts. The project team should suggest how they will approach the long-term student enrollment forecasts.
- Prepare materials for distribution to SAC and interested parties.

Task 3: Looking to the Future

- Coordinate planning activities with other interested agencies (i.e. Washington County, City of Beaverton, and Metro).
- Develop long-term high and low student enrollment forecasts based on adopted and proposed land use plans in existing urban areas, new urban areas and urban reserves, reflecting future development uncertainties and implications for school facility needs.
- Translate the long-term forecasts into school facility needs within specific geographic areas of the District.
- Identify facility needs by educational level (elementary, middle and high school).
- Identify future land needs for school facilities. Develop and analyze alternatives for redevelopment of existing school sites.
- Develop and analyze alternatives for future school site characteristics (e.g. athletic facilities, community use, multi-use campuses, etc...).
- Present findings to District management team (up to 2 meetings).
- Present materials and findings at up to five (5) SAC meetings.

Task 4: Final Report

- Prepare the draft and final BSD Futures Study.
- Provide Executive Summary and full BSD Futures Study documents.