

## BEAVERTON SCHOOL DISTRICT

### Suggested Descriptors of School Board Adopted Attendance Boundary Criteria to a Proposed Attendance Boundary Adjustment

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 permitted and projected residential development of neighborhoods proposed for inclusions within a given school's attendance boundary.</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 commons 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>Perceived 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-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>Demonstrate sensitivity to relative balance of ethnic, socioeconomic, race and language differences of diversity between schools.</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>