



January 25, 2020

To: Steven Sparks, Executive Administrator for Long Range Planning
From: Ken Struckmeier, Executive Administrator for Middle Schools

RE: Middle School Principal Boundary Topics

When the Beaverton School District Middle School Boundary Adjustment Committee met on January 9, 2016, a member of the Committee asked to hear from the middle school principals regarding their priorities and the decisions facing the Committee. I communicated with the principals, gathered the ideas that they think are important for the Committee to consider as they make recommendations, and shared that information at the Boundary Adjustment Committee meeting on January 16. I am sharing this memorandum to follow up on what I stated at that meeting.

Equity – Middle schools work best when there is a focus on equity. Middle school principals aspire that students are enrolled in schools where they navigate the kind of diversity found in our community. In addition, our teachers and staff see value in helping students learn to work effectively with people of different racial and economic backgrounds. Principals ask that the Committee take this into consideration and ensure our kids have diverse schools.

High School Feeds - Principals think it's really important to focus on how middle schools feed to high schools. Specifically, it is helpful when middle schools feed into one or two high schools. Middle school teachers aspire to increase the level of rigor, and in order to do that, our students are often taking on high school work. Strong communication and alignment of practices between middle schools and high schools is enhanced when the number of high schools a middle school feeds into is limited.

Summa – The Summa program works best when Summa students are learning in community with other students that are not in Summa. It is important to have enough Summa students at a given site to support all levels of mathematics. An optimum number of students would be about 60-90 students in grade levels.

School Size – To support the Common Middle School Experience, it is ideal to have at least 800 students in each of the nine neighborhood middle schools. When student populations go below that number, it is not possible to offer the full complement of middle school courses without supplemental resources from the District. Because middle school principals want to be good stewards of resources, they would like each campus to be able to provide all courses without the need for supplemental funding.

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

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

Dual Language – Students who begin learning in a Dual Language program during elementary school should be able to matriculate through high school graduation in those programs. Thoughtful consideration of feeder relationships between Dual Language sites in elementary and high school should be considered when identifying middle school boundaries. If changes to the location of Dual Language programs in middle school might improve opportunities for students to participate in Dual Language, it would be helpful for the Committee to include those recommendations in their boundary adjustment recommendations.

Special Education – Students whose Special Education needs can be supported with the Resource Room model will continue to be supported in their neighborhood middle school. Students whose needs are supported in a Specialized Special Education program are usually supported at their home school or the closest school with that program. It would be helpful for the Committee to consider capacity numbers that prevent a neighborhood school from being over capacity. This will enable each middle school to support Specialized Special Education programs.