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ADMINISTRATIVE BOUNDARY ADJUSTMENT #4

POLICY ISSUE / SITUATION:

Staff proposed to review the attendance boundaries and recommend an adjustment that will unify a new apartment complex in the Nancy Ryles and Scholls Heights elementary area, through a process defined in School Board Policy JC, School Attendance Areas.

ADMINISTRATIVE BOUNDARY ADJUSTMENT #4 BACKGROUND INFORMATION:

In May of 2016, a residential development proposal for 100 multi-family unit apartments in the City of Beaverton was proposed and approved for development (the land is currently vacant). The developer is proceeding with site development and will begin construction in the coming months. Due to the project's parcel configuration and location, the apartment buildings will be split between the current Scholls Heights and Nancy Ryles elementary school attendance boundaries. The District seeks to minimize such splits to support neighborhood unity and minimize transportation costs.

At the May 15, 2017 meeting the School Board initiated the boundary adjustment process by adopting the following objective:

- *Align elementary attendance boundaries to place a new apartment project within one of two elementary attendance boundaries.*

The superintendent has conducted an analysis, proposed a revised attendance boundary map and is delivering his decision to the Board for approval (report attached).

RECOMMENDATION:

BE IT RESOLVED that the Board approves the Superintendent's recommendation based on (1) meeting the objective approved by the Board at the outset; and (2) application of relevant criteria. The Board approves Administrative Boundary Adjustment #4 as per School Board Policy JC, SCHOOL ATTENDANCE AREAS.

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

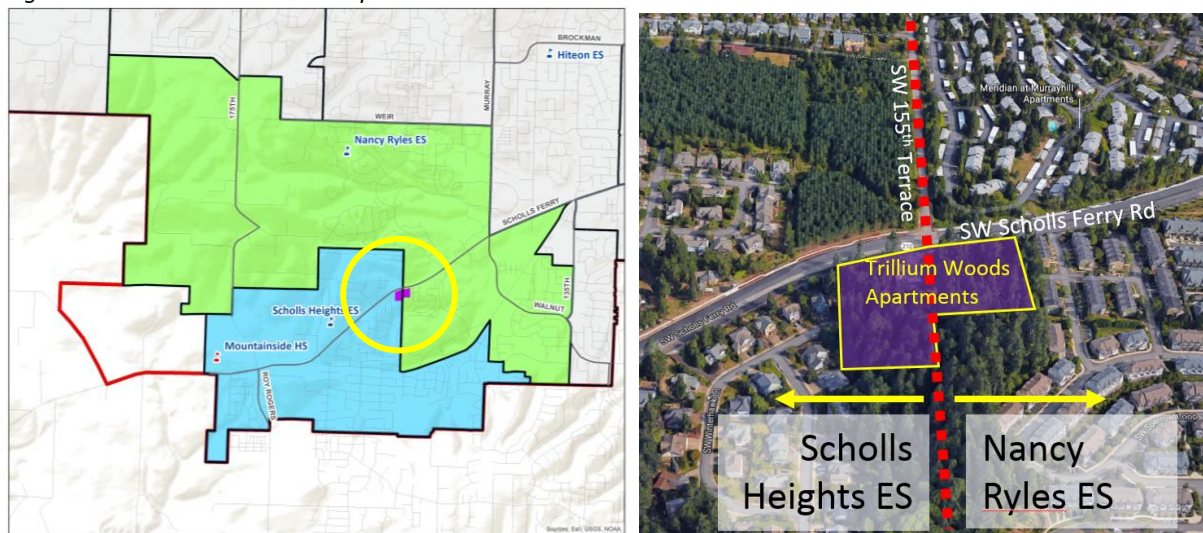
The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Subject: Elementary Boundary Adjustment Proposal No. 4: Trillium Woods Apartment Complex

Overview

In May of 2016, a residential development proposal for 100 multi-family unit apartments in the City of Beaverton was proposed and approved for development. The developer is proceeding with site development and will begin construction in the coming months. Due to the project’s parcel configuration and location, the apartment buildings will be split between the current Scholls Heights and Nancy Ryles elementary school attendance boundaries.

Figure 1: Location & Context Map



Credit: GoogleEarth, 2017

At its May 15th Business Meeting, the School Board of Directors adopted a boundary adjustment objective to resolve the elementary school boundary for this individual development project.¹

- *Align elementary attendance boundaries to place a new apartment project within one of two elementary attendance boundaries.*

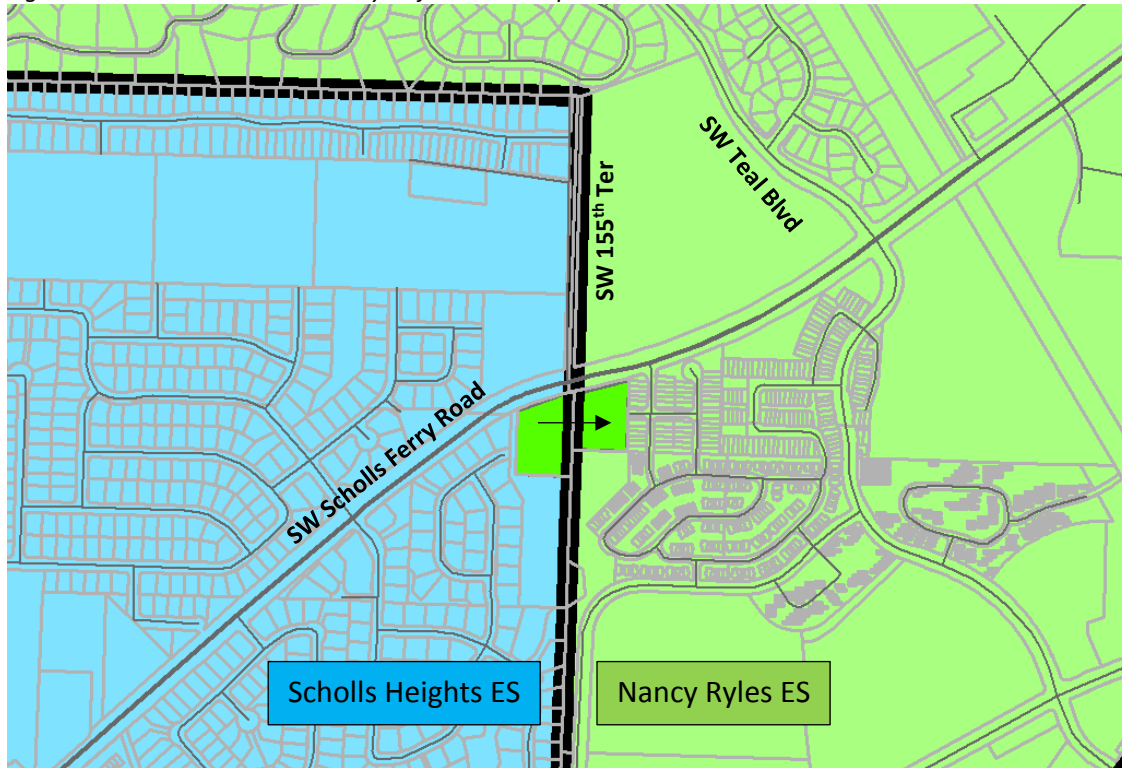
This report provides the Superintendent’s analysis and recommendation of a boundary adjustment, as per Policy JC.

¹ The Trillium Woods apartment project is already within the Conestoga Middle School and Mountainside High School attendance boundaries; no changes are needed at those school levels.

Superintendent's Recommendation

Following my review of the boundary issue, the Board-adopted objectives and the Criteria set forth in Board Policy JC, I recommend the entirety of the Trillium Woods apartment complex be assigned to the Nancy Ryles Elementary attendance boundary. The recommended map is presented below.

Figure 2: Recommended Boundary Adjustment Map



The intent of the proposed boundary amendment is to achieve the Board's objective of aligning the boundary of a single apartment building with one elementary school. This recommendation was reached through the careful collaboration between Facilities, Transportation and Teaching & Learning staff, including the principals of both elementary schools. The following outreach has been conducted:

- Creation of a section on the District's webpage where this report and accompanying map are posted;
- Notification to the broader District community through a BSD Briefs article.

This boundary amendment will not affect any current students, as the Trillium Woods project is under construction, on vacant land.

Upon Board approval, this boundary adjustment will be made effective for the 2017-18 school year, and official District boundary maps will be amended accordingly.

The following report provides the Superintendent's analysis and consideration of the criteria established by Board Policy JC for boundary adjustments.

Boundary Adjustment Criteria Evaluation

The following sections describe each criterion found in Policy JC, along with findings on how the proposed boundary adjustment reflects my determination that the Board’s Objectives have been met.

Criteria: Availability of Space, Economical Use of Buildings and Staffing Patterns²

These criteria derive from the District’s commitment to providing a safe and enriching learning environment for all students. The factors for consideration related to availability of space include the following:

- Projected capacity of school given current permanent and portable capacity;
- “Core capacity” for projected enrollment; gymnasium and/or other multipurpose or activity space; library and other multimedia space; cafeteria space; other common areas;
- Projected enrollment generated from current and projected residential development of neighborhoods proposed for inclusion within schools’ attendance boundaries.

Findings

Multi-family apartment construction generally results in fewer new students per unit than single family detached projects. Using current student generation factors, the Trillium Woods project is estimated to yield approximately 11 elementary school students. The projected student generation of approximately 11 elementary students would have a minimal impact on utilization of capacity at either Nancy Ryles or Scholls Heights. For the 2017-18 school year, Scholls Heights and Nancy Ryles are projected for the following enrollment and utilization of capacity.³

Figure 3: Capacity and Projected Enrollment

School	Capacity				Enrollment		Utilization of Capacity	
	Permanent Building Capacity	Capacity Provided by Portables	Portable Classrooms Onsite	Total Available Capacity (Permanent + Portable)	Actual 9/30/2016	Final Proj 9/30/2017	Util. of Permanent Capacity (w/out portables) 9/30/2017	Util. of Total Capacity (w/portables) 9/30/2017
Nancy Ryles	693	38	2	731	616	625	90%	85%
Scholls Heights	644	76	4	720	525	528	82%	73%

However, in the coming years, Scholls Heights is likely to experience increased enrollment growth from development in the River Terrace and South Cooper Mountain project areas. Nancy Ryles may will also experience some growth because of development in the South Cooper Mountain area, but not to the degree that will be experienced by Scholls Heights.

The projected addition of elementary students to Nancy Ryles may result in the need for additional staffing at the school, but the allocation of teachers and classified staff also depend

² Where appropriate, related criteria have been combined and addressed together.

³ The calculation of capacity does not include specialized education space, which is accounted for separately. All student projections discussed in this document are for general education students.

on other factors, and the net impact of 10-11 students, who would likely be distributed across all grade levels should not be significant.

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Availability of Space and Economical Use of Buildings and Staffing Patterns criteria.*

Criteria: Neighborhood Unity & Feeder School Alignment⁴

These criteria derive from the District's commitment to supporting neighborhood schools, which serve as an important part of community identity. The factors for consideration include the following:

- Residential areas that are contained within major arterial and collector roads/streets or within major natural features (wetlands, streams, green spaces, topographic variations, etc.);
- Major access points to neighborhoods;
- Neighborhoods with commonly shared facilities: swimming pool, playgrounds, parks, etc.;
- Using backyard property line divisions, rather than opposite sides of small neighborhood streets; and
- Avoiding the division of neighborhoods with strong historical identities.

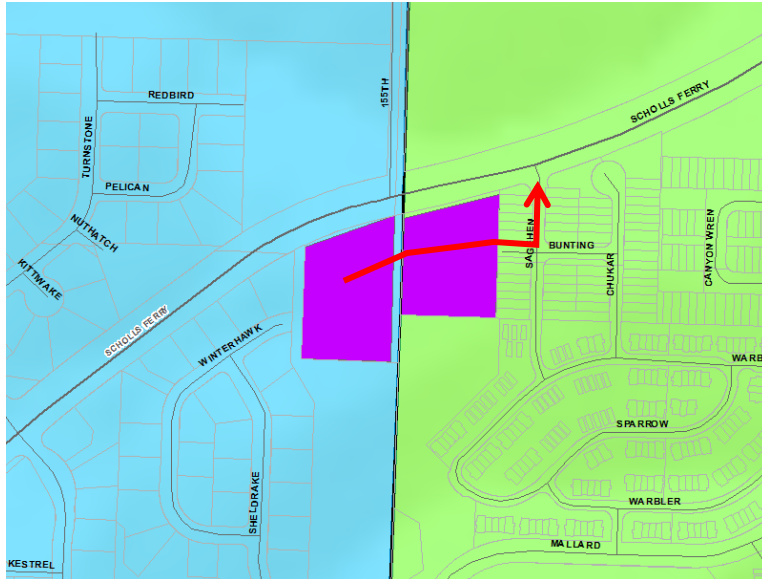
Findings

The District's principal concern in the case of this boundary adjustment is the preservation of neighborhood unity for the future Trillium Woods apartments. Property lines and school attendance boundaries do not always align, and in this case, the unification of two separate lots (the existing houses have been demolished) resulted in a split that should be remedied.

The recommended map follows the criteria factors by aligning the Trillium Woods apartment complex with property lines and transportation facilities. Trillium Woods will be accessed by one point of entry (details below), resulting in a relatively self-contained community.

⁴ A separate District criterion, feeder school alignment, is related to this criterion, and is addressed in this section.

Figure 4: Trillium Woods Vehicular Access



The assignment of Trillium Woods Nancy Ryles will have no impact on middle school and high school feeder patterns – the property in question feeds to Conestoga MS and Mountainside HS.

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Neighborhood Unity and Feeder School Alignment criteria.*

Criteria: Proximity to School & Safety⁵

The Proximity to School criterion recognizes the role of a school as a gathering place in a neighborhood and the desirability of enabling students to walk to school. The factors for consideration include the following:

- 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.

The Safety criterion addresses the need to create safe conditions for students traveling to and from, and at school. The factors for consideration include the following:

- The availability of safe walk routes: availability of 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; and
- Ensuring safe learning environments by relieving overcrowding.

⁵ For the sake of clarity and parsimony, the Safety and Proximity to School criteria are considered together.

Findings

The Trillium Woods apartment complex would be outside both Scholls Heights and Nancy Ryles Non-Transportation Zone, necessitating bus transportation for students, regardless of their school of attendance.

The distance from Trillium Woods to either school, as measured from intersection of SW Sagehen St and SW Scholls Ferry Road, is comparable:

- To Scholls Heights: ~1 mile
- To Nancy Ryles: ~1.3 miles

The project will access SW Scholls Ferry Road by way of SW Bunting and Sagehen Streets to the east. According to site plan, there will not be vehicular access to SW Winterhawk Lane the west. The intersection of SW Sagehen Street and SW Scholls Ferry Road is unsignalized. Transportation staff recommends it would be safer for a bus to make a right-hand turn onto Scholls Ferry, in the direction of Nancy Ryles, than a left toward Scholls Heights.

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Proximity to School and Safety criteria.*

Criterion: Transportation Cost

This criterion addresses the need to maximize the efficient use of limited transportation funds. The factors for consideration include the following:

- Consider relative financial cost to the District when determining which school a “bused community” will be assigned;
- Consider rider time when determining which school a “bused community” will be assigned;
- Consider neighborhood proximity to common bus routes;
- Avoid non-contiguous attendance boundaries.

Findings

Bus transportation to Nancy Ryles is currently provided to the neighborhood to the east of Trillium Woods. Transportation staff provided the following analysis of adding one stop to serve the Trillium Woods apartment complex. The added time and cost is minimal.

NANCY RYLES			
	Current	Proposed	Difference
Annual Operational Cost	\$ 18,741	\$ 18,741	\$ -
Annual Wage & Benefit Cost	\$ 21,393	\$ 21,577	\$ 184
Total Annual Route Cost	\$ 40,134	\$ 40,318	\$ 184
Total Number of Routes	6	6	0
Total Route Time	1:56	1:58	0:02
Total Route Mileage	23.62	23.62	0.00

Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Transportation Cost criterion.

Criterion: Student Body Composition

This criterion addresses our responsibility for developing well-rounded students who are cognizant of the diversity of experiences and backgrounds in the Beaverton community and beyond.

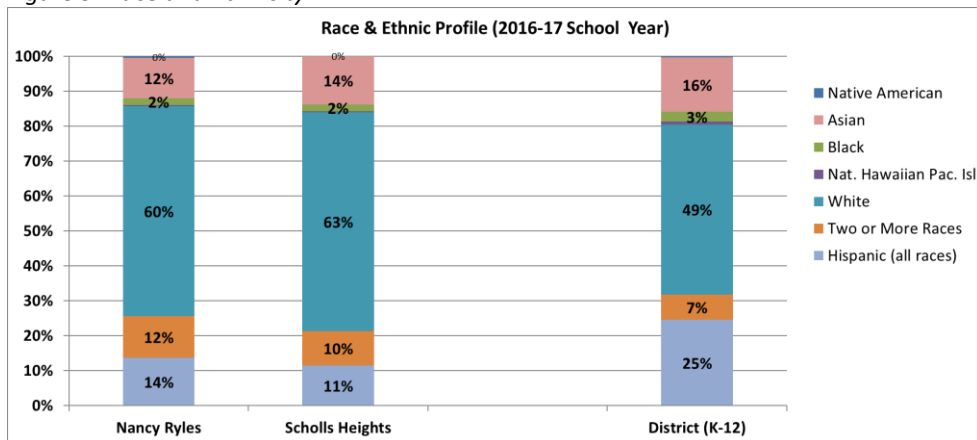
The factors for consideration include the following:

- Consider balance between schools of ethnic, socioeconomic, and language differences and other elements of diversity;
- Attempt to provide for capacity of special program siting.

Findings

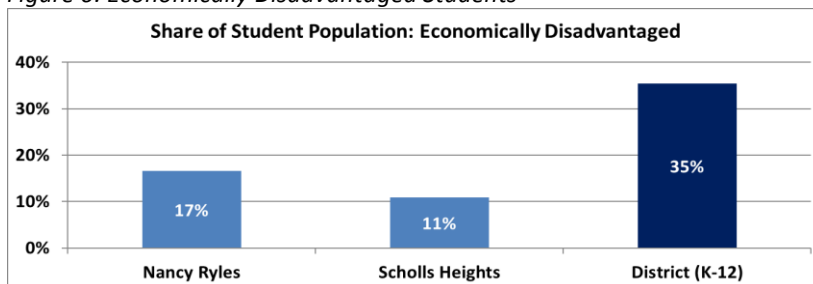
The following charts display the demographic characteristics of Nancy Ryles, Scholls Heights and the District, as a whole, in 2016-17. Nancy Ryles and Scholls Heights are comparable to one another in terms of race and ethnicity.

Figure 5: Race and Ethnicity



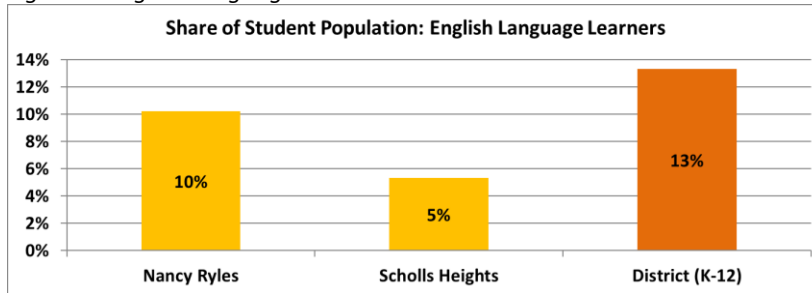
Both schools have a lower proportion of economically disadvantaged students than the District as a whole.

Figure 6: Economically Disadvantaged Students



Nancy Ryles' share of students who are English language learners is slightly below the District, and Scholls Heights' share is lower still.

Figure 9: English Language Learners



Given the low number of students projected from the Trillium Woods project, it is unlikely that it will markedly impact the demographic profile of Nancy Ryles Elementary.

Conclusion

*Based on these findings, it is my conclusion that the boundary adjustment recommendation results in a map that **satisfies** the Student Body Composition criterion.*

Superintendent's Transition Recommendations

The property in question, which is currently under construction, does not have any current resident students. Any elementary school student residing in this area who enrolls for the 2017-18 school year will attend Nancy Ryles. Bus transportation will be provided by the District.

Administrative Boundary Adjustment #4

Trillium Woods Apartment Complex

June 1, 2017

