**Long Range Planning**
1260 NW Waterhouse Avenue | Beaverton, Oregon 97006
503-356-4449 | www.beaverton.k12.or.us

# Problem Statement

***Current State:***

- Desire for all students to have a high-quality educational experience
- Declining enrollment projected to continue in future years
- Large variations in school enrollment and costs per student
- Unaligned attendance boundaries that split student cohorts in school level transitions
- School facilities that are aging, in poor condition or not well designed educational environments
- Deficit spending to balance the budget

***Problem Description:***

- Declining student enrollment, increasing inequities between schools and budget considerations have spurred the district to consider how best to use its facilities.

***Impact:***

- Without adjustments, the district will continue to have inconsistent student educational experiences, growing inefficiencies and inequalities, and budget consequences that will impact the student experience.

***Desired State:***

- School enrollments and building utilization that allow the district to maintain fiscal stability and provide a consistent outstanding educational experience for every student.

***Actions Needed:***

- Create guiding principles, guardrails and recommended next steps for facilities planning to address declining enrollment, manage district resources and capital assets in a fiscally responsible manner, and provide a high-quality and equitable educational experience to all students.



*Beaverton School District does not discriminate in any programs or activities 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.*

# Long Range Planning (LRP) Guidelines and Levers

## Context

Similar to many school districts in Oregon and across the nation, Beaverton School District (BSD) is experiencing a decline in student enrollment. This decline is impacting the district's ability to maintain programs, staff, and facilities efficiently.

BSD has a dual responsibility:

- To provide a **high-quality and equitable educational experience** for all students.
- To manage **district resources and capital assets** in a fiscally responsible manner.

In response to declining enrollment and to support future decision-making, the **Long Range Planning Committee (LRPC)** is proposing a **layered approach** that incorporates **metrics, guiding principles, recommended actions, and community engagement.**

---

## Metrics, Guiding Principles, Recommended Actions, and Considerations

### 1. Annual Enrollment Report

Each November, district staff will provide the Board with an **Annual Enrollment Trend Report**, including:

- School utilization data
- Number of classes per grade level
- Five-year enrollment projections by school

---

### 2. Enrollment and School Utilization

**Advisory Phase**

**Guardrails**

- Two or fewer classes per grade level
- Enrollment is less than 60% of building capacity

**Levers**

- Adjustments to resource allocation
- Implementation of blended classrooms
- Modifications to specials (e.g., art, music, PE)

**Description/Considerations**
These adjustments may be initiated internally and are intended to manage low-enrollment impacts without immediate structural changes to schools.

---

**Community Engagement Phase**

**Guardrails**

- 1.5 or fewer classes per grade level
- Enrollment is less than 50% of building capacity
- Projected declining trends for at least five years

**Levers**

- Initiate a **community-based engagement process** to explore potential solutions aimed at increasing enrollment

**Description/Considerations**
This process may result in one or more of the following recommendations (including but not limited to):

- Continuing to operate with the established staffing formula

- Introducing focus or specialized programming
- Reallocating grade levels to neighboring schools
- School closure or consolidation

---

## 3. Feeder Patterns

- At least **90%** of students should follow a single feeder path
- Limit split feeders to **less than 10%** of total enrollment
- Ensure **program parity** across all schools in a feeder system

---

## 4. Attendance Boundaries

- Prioritize students who live within **elementary walk zones**
- Minimize **student transportation time**
- Boundaries should follow **recognizable, visible features**
- Avoid crossings of major physical barriers when possible

---

## 5. School Condition Assessments

- **Facilities Condition Index (FCI)** > 0.3 indicates **poor condition**; prioritize for review
- Buildings over **50 years old** flagged for assessment
- Sites must meet **local seismic safety standards**; prioritize high-risk locations

---

## Guiding Principles

- **Equity and access** must guide all enrollment decisions
    - Particular attention should be given to impacts on historically underserved populations
    - BSD defines equity as removing institutional barriers, embracing diversity, enhancing inclusion, and supporting students, staff, and families with culturally responsive practices
- **Data-informed decision-making** is essential
- Decisions should focus on **efficient resource use** for the benefit of all students
- Acknowledge that **change is difficult**; communities must be supported through transitions
- Consider both **facility condition** and the **cost to modernize** schools
- Evaluate options for **district-wide optimization** when appropriate

---

## Recommended Policy Review and Community Engagement

- **Evaluate the Open Enrollment Policy** to determine its impact and effectiveness
- **Review current attendance boundaries** to identify opportunities for rebalancing enrollment among resident students