

Superintendent's High School Boundary Transition Recommendations

The following are my recommendations to help our students and families transition through the September 2017 high school boundary changes.

Grandfather Students Who Are Juniors and Seniors in September 2017

Superintendent's Conclusion: I concur with the High School Boundary Adjustment Advisory Committee's recommendation that students who will be in grades 11 or 12 in September 2017 remain at the high schools they attended in 2016-2017. This recommendation is also a response to many public comments from students and parents.

Students Who Are Freshmen in September 2017

Superintendent's Conclusion: I concur with the High School Boundary Adjustment Advisory Committee's recommendation that students who enter high school as freshmen in September 2017 attend their neighborhood school, as defined by the new boundaries.

Students Who Are Sophomores in September 2017

Superintendent's Conclusion: The Boundary Committee did not have a focused recommendation, but asked the District to consider possible ways of allowing some students who will be sophomores in 2017-2018 the option of remaining at their 2016-2017 high school. After consulting with our high school principals who must plan the educational program and staffing in their schools, I have determined that there is not an equitable or feasible solution. Therefore, students who are sophomores in September 2017 will attend their neighborhood schools, as defined by the new boundaries.

Students Who Have Older Siblings in High School in September 2017

Superintendent's Conclusion: I concur with the Boundary Adjustment Advisory Committee's recommendation for siblings with a modification to create clarity based on the Committee's original intent. Students entering high school by Fall 2018 (Committee recommended Fall 2019) who have a concurrent grandfathered sibling may attend that school, and remain there until they graduate. The intent of this recommendation is to help families avoid the enrollment of siblings in multiple comprehensive high schools. Please see the chart below that illustrates how this recommendation plays out over several years. **Transportation note:** I am recommending that 2018-2019 would be the last year we would provide transportation to those students who attend the high school under this sibling provision.

Current school year	Year new high school boundary map goes into effect		Last year transportation provided to grandfathered students (and co-enrolled siblings)	Students who chose to remain at high school as co-enrolled siblings no longer transported		
	School Year 2015	School Year 2016	School Year 2017	School Year 2018	School Year 2019	School Year 2020
Senior			Student A (g)	Student B (g)	Student C (s)	Student D (s)
Junior		Student A (g)	Student B (g)	Student C (s)	Student D (s)	Student E (s)
Sophomore	Student A (g)	Student B (g)	Student C (s)	Student D (s)	Student E (s)	Student F
Freshman	Student B (g)	Student C (s)	Student D (s)	Student E (s)	Student F	
8th Grader	Student C (s)	Student D (s)	Student E (s)	Student F		
7th Grader	Student D (s)	Student E (s)	Student F			
6th Grader	Student E (s)	Student F				
5th Grader	Student F					

(g) = grandfathered into current high school in 2017 (juniors & seniors)

(s) = siblings who are co-enrolled with grandfathered students, eligible to remain with grandfathered students at same school

Student = not co-enrolled with grandfathered sibling, and not eligible to remain

Additional Transition Recommendations from the Superintendent

Student Opportunities and Programs

Students who are enrolled in a particular formal school-related extracurricular activity or academic program should be able to continue the path they have begun. Therefore, our schools will have to establish consistencies to ensure that this is possible. If it is not, students should apply via our administrative transfer process that our school principals manage.

Examples of specific cases are below:

- **Athletic Programs:** Our high schools will establish consistent athletic programs. However, during the transition, if a student is a member of a varsity team and due to our boundary adjustments is slated to move high schools to a school without the varsity sport or sport all

together, they will be supported via the administrative transfer process. The Principals and Athletic Directors will collaborate to make further decisions regarding athletic programs as necessary.

- **Academic Programs:** While the Advanced Placement and International Baccalaureate programs are intended for junior and seniors and therefore will not impact those who will move high schools due to our boundary changes, there may be exceptions. For example, if a student has advanced in the IB program prior to the junior year and is on track to earn a full IB diploma, they will be supported via the administrative transfer process.
- **Student Leadership:** Students who have worked to become leaders in established and formal roles (i.e.- student government) in their original high school and are slated to transition to a new high school due to the boundary adjustments, they will be supported via the administrative transfer process.

Transition Supports

The following set of supports is based on student input that has been gathered through this process. Each high school will develop its own transition plan that will include the following:

- **Open Houses:** Students shall have opportunities to visit their new school, regardless of year, before the first day of school. Students should have an opportunity to become familiar with the staff and building prior to classes beginning. I encourage opportunities in the spring and summer of 2017.
 - I encourage students to help welcome newcomers to their new school.
- **Parent Nights:** Parents and families shall have an opportunity to visit the school to learn about school wide systems and meet staff members and building administration prior to the first day of school in Fall 2017.
- **Extra Family Support:** Schools will create and execute a communication plan to support families who have language barriers or specific hardships due to this transition.

Class Ranking

I also recommend that the Beaverton School District no longer participate in communicating or publishing a student's class ranking. This process currently poses a challenge, and with so many students moving schools due to our boundary decisions, maintaining this practice will create confusion due to unavoidable inaccuracies.