

**Attendance
Boundaries**

The District is committed to a student-centered approach when establishing school attendance boundaries with the goal of fostering the educational success of all students. Adjustments or changes to attendance boundaries shall be made whenever the District determines that such adjustments or changes are needed to balance student loads, to distribute programs among schools for efficient use of facilities, to ensure a comparable composition of students among campuses, or when it is otherwise determined to be in the best interests of the students involved.

**Primary
Considerations**

Primary considerations for establishing or adjusting attendance areas shall be as follows:

1. Provide for a comparable demographic balance of students;
2. Provide for the efficient use of existing facilities, including consideration for the efficient use of maintenance and operations expenditures and the efficiency of debt issuance and service;
3. Allow for future growth; and
4. Allow campuses to house students safely and to provide adequate services to all students.

**Other
Considerations and
Decision Principles**

The following principles also may be among the factors considered when establishing or adjusting attendance areas:

- Establish and maintain diverse populations and ensure comparable composition of students at the secondary (grades 5–12) level.
- Utilize projected student enrollment and building capacity as principle measures for determining efficient use of educational facilities.
- Promote reasonable balancing of enrollment among schools to avoid overutilization or underutilization of facilities.
- Consider anticipated construction and residential growth within the community.
- Consider the fiscal impact and the minimization of future costs and expenses.
- Consider students' proximity to a campus and to promote safe and reasonable walking and/or bicycling opportunities.
- Consider the number of repeated attendance area changes over a particular time period for students in a particular school, neighborhood, or community.

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- Consider the unique needs of the student population at a given campus, which may not be reflected in the data alone.
- Welfare, health, and safety of students and staff.
- Current classroom utilization and programs (i.e., prekindergarten, bilingual education classes, special education classes, and programs of choice) located at a school.
- Number of transfers into a school from outside the attendance area.
- Space available for temporary classrooms.
- Local infrastructure and impact on same.

Annual Enrollment Review and Report

Each November or December, the administration shall review facilities and enrollment projection data, including current demographic data and updated five-year enrollment and school capacity projections, and present the results of such review to the Board. The administration shall review the enrollment and demographic composition of each school and, utilizing the considerations and principles set out in this policy, recommend to the Board whether each school can remain at the status quo, whether alternative student enrollment options and/or programming options should be explored, and/or whether attendance boundaries should be adjusted.

Additionally, the administration shall identify key dates, events, time constraints, and other factors that would likely have a material impact on the timing and/or substance of decisions related to attendance boundary adjustments. Prior to recommending any change to high school attendance boundaries, the administration shall consider other key factors including, but not limited to, dates for athletic team tryouts, student registration and course requests, and scheduled campus tours.

Facility Utilization

The administration shall specifically inform the Board about any school that has enrollment below 85 percent or above 110 percent of building capacity.

For purposes of this policy:

- “Capacity” refers to the maximum functional capability of the school building for a particular school and student population, adjusted by a scheduling factor, taking into account the number of core seats in the building and not counting temporary buildings on site.

- “Core capacity” refers to common spaces and large instructional spaces within the physical plant of the building including, but not limited to, commons areas, hallways, dining areas, gymnasiums, and library/media centers.

**Comparable
Composition**

The administration shall provide the Board with the current proportion of economically disadvantaged students at each school.

For intermediate and middle schools, if there is a difference in the current proportion of economically disadvantaged students among the campuses on the same level that is equal to or greater than 15 percentage points, then such schools shall not be considered to have comparable composition.

For intermediate and middle schools, if there is a difference in the proportion of economically disadvantaged students among campuses on the same level that is between ten and 15 percentage points, then the administration shall make recommendations to the Board about the actions to be taken, if any, to address issues created by such difference and to prevent the difference from increasing to the level that would be considered to cause a lack of comparable composition.

For comprehensive high schools, if there is a difference in the current proportion of economically disadvantaged students between the campuses that is equal to or greater than 12 percentage points, then such schools shall not be considered to have comparable composition.

For comprehensive high schools, if there is a difference in the proportion of economically disadvantaged students between campuses that is between seven and 12 percentage points, then the administration shall make recommendations to the Board about the actions to be taken, if any, to address issues created by such difference and to prevent the difference from increasing to the level that would be considered to cause a lack of comparable composition.

When percentage point differences in economically disadvantaged students fall in the ten- to 15-point range for intermediate and middle schools or in the seven- to 12-point range for high schools, further study is warranted.

**Alternate Student
Enrollment Options**

If the administration determines alternative student enrollment options are necessary for a school, options for consideration include, but are not limited to, the following:

1. Limiting transfers in or out of the school consistent with Board policy;
2. Differential staffing;

3. Moving programs to or from the school;
4. Utilizing temporary classrooms at the school; or
5. Capping enrollment at the campus.

**Facility Utilization
Options**

If the administration determines that changes beyond alternative student enrollment options are necessary, options for consideration include, but are not limited to, the following:

1. Initiating school attendance boundary changes consistent with this policy;
2. Consolidating or closing a school;
3. Constructing an addition to a school; or
4. Constructing a new school.

**Boundary
Adjustment Process**

All recommendations related to attendance boundaries shall be based on the considerations and principles in this policy.

If changes to attendance boundaries are to be considered or recommended to the Board, the administration shall develop multiple new attendance boundary options including maps, five-year enrollment projections, building capacities and core capacities, and student composition numbers for the Board's initial consideration. These options shall be presented to the Board, along with information explaining how the options were developed, the factors considered, and other scenarios or options not included in the recommendations. For the options that are presented to the Board, the administration shall also include any preference or ranking of the options, as appropriate. After receiving the attendance boundary options, the Board shall analyze and consider the options, including alternatives and other matters determined to be appropriate by the Board. Once the analysis has been completed, the Board shall adopt final attendance boundaries.

During the Board's analysis and consideration, the Board shall receive input from the public through at least one community forum. The Board shall also gather feedback from the public through e-mail and other means determined to be appropriate by the Board.

The Board may, at its discretion, empanel and utilize a community Boundary Adjustment Committee (BAC) or other ad hoc advisory committee to provide input and/or feedback on attendance boundary options, recommendations, and/or other matters determined to be appropriate by the Board. [See BDB(LOCAL)]

When a new school opens, students in its attendance area shall be assigned to the new school. "Grandfathering" exceptions to this general rule have historically included the following:

1. New high schools generally open without a junior or senior class; therefore, juniors and seniors when the new school opens may remain at their former schools.
2. When high school attendance boundary adjustments are not related to the opening of a new high school, students shall be given the opportunity to start and remain at one high school for the student's entire high school career.
3. When a new elementary, intermediate, or middle school opens, students entering their last year on that campus (grades 4, 6, or 8) may continue at their former school.
4. Transportation for "grandfathered" students who live outside of a school's attendance area shall not be provided, unless deemed appropriate by the District.

**Emergency
Provision**

Upon recommendation from the Superintendent, the Board shall have the authority to review the attendance and boundary zones and approve boundary changes without following the established process when it is determined to be in the District's best interests or to address an emergency situation.