Philosophy

The Board believes the District exists to provide educational opportunities to help all students reach their full potential and pursue futures beyond what they can imagine. As long as District educational services rely heavily on buildings and facilities, school attendance boundaries shall exist to provide structure for educational pathways for students.

A student-centered approach, considering the unique needs of the students on each campus, shall be utilized to design school attendance boundaries and locate programming. Efficient use of existing facilities as well as effective and equitable delivery of educational services are important factors in attendance boundary design. Programming decisions shall be made by management to enable the efficient use of facilities while meeting the needs of students.

Definitions

For purposes of this policy:

1. “Design capacity” is the maximum number of student seats in the school building, adjusted by a utilization factor of 85 percent, excluding portable classroom buildings on site.

2. “Utilization factor” is a numeric multiplier that reduces design capacity to account for program variances and scheduled use of building spaces.

3. “Efficient utilization” is between 80 percent and 100 percent of the design capacity.

Annual Enrollment Review

The annual enrollment review studies facility utilization data and capacity data with past trends and projections. Its purpose is to begin an annual, uniform process for the District to ensure:

- Equitable and adequate educational opportunities are available for all students throughout the District and to target efficient utilization of District facilities.

Annually, the administration shall review student enrollment data, updated enrollment projections, current campus utilization, an analysis of current zoned enrollment, current academic program enrollment, design capacity of each facility, student transportation information, demographic composition of each school, and relevant student achievement data.

The administration shall develop and deliver the Annual Enrollment Report, which should include the information identified above as well as a review of the Facilities Master Plan [see CT(LOCAL)]. Staff shall present the report as an information item for discussion at a Board meeting.
The Annual Enrollment Report shall be presented to the Board as soon as practical but no later than February of the year of implementation. The review shall include the administration’s recommendation regarding whether each school can remain at status quo, whether alternative student enrollment options are needed, and/or if a change to the way a facility is used is needed.

Alternative student enrollment options include the following and shall be guided by the written administrative procedures:

- Limiting or encouraging student transfers consistent with Board policy. [See FDA(LOCAL) and FDB(LOCAL)]
- Locating or relocating programs to or from a current school.
- Utilizing portable classrooms at a school.
- Capping enrollment at a school. When the administration determines capping enrollment is necessary, the decision shall be presented to the Board as part of the Annual Enrollment Review or as an interim update to the Annual Enrollment Review.

The following alternative student enrollment options shall be guided by written administrative procedures and shall prompt the attendance boundary process with the school boundary oversight committee. Each of the following options shall require Board action.

- Initiating attendance boundary adjustments consistent with this policy;
- Consolidating or closing a school;
- Constructing an addition to the school; or
- Constructing a new school.

The Superintendent shall notify the Board when any of these alternative student enrollment actions are being considered at least six weeks before they are implemented. The Board shall be notified before communication is provided to the community or school impacted.

When student enrollment options require Board action or involve capping enrollment at any school and/or terminating or moving an academic program, initial communication to the students, parents, and community shall be made by the Board President on behalf of the Board.
Quarterly updates on the annual enrollment report recommendations and Facility Master Plan recommendations shall be provided to the Board.

**Attendance Boundary Design**

School attendance boundaries shall be established by the Board upon recommendation of the Superintendent with oversight for the Board by the School Boundary Oversight Committee. School attendance boundaries shall change whenever a new school is needed, a need to balance enrollment exists, or when it is determined to be in the best interest of students.

**School Boundary Oversight Committee**

For the adoption of attendance boundaries for new schools or changes in attendance boundaries for existing schools, the Board shall provide for input through a School Boundary Oversight Committee (SBOC). The work of the committee shall be aligned with the Decision Principles detailed in this policy as well as any other relevant District policies.

**Membership and Term**

The SBOC shall be composed of three parents and one community member from each high school attendance boundary, appointed by the Board upon recommendation of the Superintendent. The Superintendent shall develop administrative procedures to govern the process whereby recommended SBOC membership is determined. Board Leadership Academy graduates shall be given preference in appointment. The administration shall include staff from the area(s) that could be impacted in an advisory role.

Parent members shall be equally divided between parents of elementary students, middle school students, and high school students in the District. District employees shall not be eligible for membership.

In order to maintain continuity on the committee, members shall serve overlapping, two-year terms beginning on July 1 with a maximum length of service of six consecutive terms.

**Vacancies**

Vacancies shall occur when members complete their term of service, no longer reside in the attendance boundary from which they were selected, resign, or are removed by vote of two-thirds of the membership or by the Board for failure to perform the duties of members of the committee. Administrative procedures shall set forth the process to fill vacancies that occur.

**Officers**

At the first meeting each year, the SBOC shall elect a chairperson, a vice chairperson, and a recording secretary.

**Chairperson**

The SBOC chairperson shall:

- Consult with the administrative liaison to develop agendas for meetings of the committee;
- Preside at meetings of the committee and at community input meetings held under the auspices of the committee; and
- Oversee preparation and presentation of committee reports and recommendations.

**Vice Chairperson**

The SBOC vice chairperson shall:

- Perform the duties of the chairperson in his or her absence; and
- Assist the chairperson as needed in overseeing and facilitating the work of the committee.

**Recording Secretary**

The SBOC recording secretary shall:

- Prepare written minutes of each SBOC meeting and provide a copy to the administrative liaison for filing; and
- Document all input at community input meetings and attach copies to the committee report.

**Boundary Change**

Attendance boundary recommendations shall be developed through the following process:

1. After the presentation to the Board, the administration shall present the Annual Enrollment Report and make updated Facilities Master Plan and attendance boundary recommendations to the SBOC. SBOC members shall analyze and verify that the recommendations adhere to guidelines in current Board policy. The committee may modify or create recommendations based on guidelines in current Board policy and information provided by staff. Staff shall assist the committee as needed in modifying the recommendations. The vetted recommendations and rationale will be compiled by staff into a report.

2. Should the committee recommend an attendance boundary change, the staff shall present the recommendations to the Board for review and input. Following Board input, staff shall conduct one to three community input meetings as appropriate for the number of schools involved.

These meetings shall be conducted at sites convenient to the community members affected by the proposed changes. The administration shall advertise the community input meetings through news releases and through District communication channels. Principals of the schools affected shall assist in notifying school and community members. The community input meetings will also be announced at a Board workshop or
meeting at which time the preliminary report will be presented to the Board.

3. At each community meeting, following a presentation of the report, the committee shall solicit comments, questions, and suggestions from community members present. Staff may assist as needed in responding to questions from community members. A record shall be made of all comments and suggestions to assist the committee in its deliberations.

4. Staff shall compile comments and suggestions for review by the SBOC. Staff shall answer all community questions and provide the questions and answers to the SBOC.

5. After the final community input meeting, the SBOC shall meet to review the community input. At this point, if necessary, the SBOC may refine its recommendations and report, utilizing a process and guidelines provided by the staff, which includes the recommendations and their rationale. The committee shall present its updated report to the Board in a public meeting.

The report shall include any updated Facility Master Plan recommendations, attendance boundary recommendations, and suggestions regarding alternative student enrollment options. The report should include alternatives considered as well as risks, benefits, and rationale for the recommendations given.

The report shall give evidence that the committee has considered the preliminary administrative report and input from the community input meetings and shall be consistent with decision principles listed below as well as all relevant policy.

At the same or at a subsequent meeting, following study and discussion of the committee report and consideration of any recommendation from the committee, the Board shall take appropriate action with respect to the establishment of school attendance boundaries or updated Facility Master Plan recommendations.

6. Any recommendation concerning attendance boundaries shall be made to the Board with sufficient time for the Board to take action at its regular Board meeting in January prior to implementation in August of the same year.

7. When the Board takes action on attendance boundary adjustments, initial communication shall be made by the Board President on behalf of the Board.
Decision Principles

The following principles shall be the primary factors explicitly considered in making attendance boundary changes. Overall, a student-centered approach, considering the unique needs of the students on each campus, shall be utilized to design school attendance boundaries. The principles below are listed in priority order of the Board. Attendance boundaries shall:

Community Integrity

1. Safely house students and provide all students equitable access to the curriculum, extracurricular opportunities, and professional staff.

2. Align student transitions within the District’s designated feeder patterns.

3. Assign entire neighborhoods to the same school(s). Where practical, major thoroughfares, creeks, drainage ditches, utility easements, and similar elements will be utilized as boundaries.

4. Support the neighborhood school concept by combining geographically proximate neighborhoods or developments into school attendance boundaries.

5. Utilize safe and reasonable walking distances to encourage healthier students and minimize use of student transportation resources.

Note: Master-planned communities are not considered neighborhoods.

Growth Projections

Utilization should be balanced among campuses in order to avoid penalizing those schools that are experiencing growth.

1. Efficient use of existing facilities as well as effective and equitable delivery of academic programs are equally important factors in attendance boundary design.

2. Balanced student enrollment enables efficient use of facilities, avoids overutilization or underutilization, and minimizes reliance on portable classrooms.

Other Factors

Program Accommodation / Student Needs

1. Attention should be given to unique needs of student populations at a given campus that may not be reflected in numbers alone.

Frequency of Changes

2. Design boundaries shall withstand time and minimize the number of boundary adjustments for a cohort of students. To
the extent possible, students in a given area should not be required to change schools because of a boundary change more than once at a given level (elementary, middle school, or high school).

Cost Effectiveness

3. The SBOC shall consider financial impact lessening future capital and operational budget costs. The costs of portable classrooms, transportation, additional staffing requirements, and other costs related to attendance boundary options shall be considered.

Final Recommendations

If student achievement may be adversely affected by a decision principle-based recommendation, then the administration shall suggest an alternative recommendation and provide rationale for the Board to consider.

Attendance Boundary Implementation

Following Board approval of a school’s attendance boundary adjustment, the following provisions shall apply:

- A student who is entering kindergarten–grade 9 shall be reassigned to the new attendance boundary to attend the grade level he or she is entering; however, students entering grade 5 or 8 may remain at their current campus provided projected utilization for the school does not exceed 100 percent, but shall not be eligible for District-provided transportation.

- A student who is entering grade 10, 11, or 12 may remain at his or her current campus until the student graduates but shall not be eligible for District-provided transportation.

- Students affected by a previous boundary change while attending the same level (elementary, middle, high) are eligible for an intradistrict transfer, but shall not be eligible for District-provided transportation.

- Students affected by previous boundary changes, who attended different schools due to three or more boundary changes, may remain at their existing campus, but shall not be eligible for District-provided transportation. For example, a student who was rezoned in first grade, again in fourth grade when a new school opened in the area, and once again in seventh grade due to the opening of a new middle school, would not be required to move schools again should there be a boundary change impacting the student in the future.