

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 will 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;
- 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; and
- Local infrastructure and impact on same.

ANNUAL ENROLLMENT REVIEW AND REPORT

Every December the Administration will review facilities and enrollment projection data, including current demographic data and updated five-year enrollment and school capacity projections, and the Administration shall present the results of such review to the Board. The Administration will review the enrollment and demographic composition of each school and, utilizing the considerations and principles set out in this policy, will 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.

FACILITY UTILIZATION

The Administration shall specifically inform the Board about any school that has enrollment below 85% or above 110% 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 fifteen (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 (10) and fifteen (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 twelve (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 (7) and twelve (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 10-15 point range for intermediate and middle schools or in the 7-12 point range for high schools, further study is warranted.

ALTERNATIVE STUDENT ENROLLMENT OPTIONS

If the Administration determines alternative student enrollment options are necessary for a school, the Administration may consider options including, but 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, the Administration will consider and recommend to the Board options including, but 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 will 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 will 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 will be presented to the Board, as will the process through which the options were developed, factors considered, and other scenarios or options not included in the recommendations. For the options that are presented to the Board, the Administration will also include any preference or ranking of the options, as appropriate. After receiving the attendance boundary options, the Board will analyze and consider such options, alternatives, and other matters determined to be appropriate by the Board. After such analysis and consideration, the Board will adopt final attendance boundaries.

During the Board's analysis and consideration, the Board shall receive input from the public through at least one (1) community forum. The Board shall also gather feedback from the public through email 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 consistent with Board policy BDB (Local) to provide input and/or feedback on attendance boundary options, recommendations, and/or other matters determined to be appropriate by the Board.

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 been as follows:

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 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.
3. Transportation for "grandfathered" students who live outside of a school's attendance area will not be provided by the District.

**EMERGENCY
PROVISION**

In emergency situations, as determined by the Board, attendance boundary changes may be adopted upon recommendation of the Superintendent without following the process established by this policy.