6250 SCHOOL ATTENDANCE AREAS

I. PURPOSE AND PHILOSOPHY

It is the desire of Weber School District (WSD) to ensure all students living within its boundaries receive educational services. WSD is committed to providing quality educational services to its students and will not deny any students living within its boundaries an opportunity to enroll in school.

II. POLICY

Weber School District is responsible for providing educational services for each student who resides in the District's boundaries and to the extent reasonably feasible and in accordance with the requirements of this Policy and statutory student residency requirements, for any student who resides in another district in the state and desires to attend a school in this District.

III. DEFINITIONS

A. "Boundary Study" means a study initiated by the District Boundary Study Team at the direction of the Board when there is evidence that a school boundary adjustment may be needed.

B. "District Boundary Study Team" means members appointed by the superintendent/ or designee to conduct a Boundary Study in the event of a recommendation of a school closure or a change in enrollment that requires boundary adjustments. Members may include but are not limited to persons from the following list:

1. Chaired by the Elementary and/or Secondary Executive Director(s)
2. One community member from each of the affected schools
3. One Teacher from each of the potentially affected schools
4. The administrators from each of the affected schools
5. Others as appointed by the superintendent, which may include a school board member.

C. "School Closure Study Team" means a team formed to organize and conduct the analysis of a school or special enrollment program closure. The School Closure Study Team shall include:

1. Executive Director or Director of Facilities and Operations;
2. Business Administrator;
3. Director of Elementary or Secondary Director;
4. Board Member over the school that is subject to potential closure;
5. Representative from Tech Services to pull data on enrollment and other factors about the school that is subject to potential closure; and
6. Two representatives from the School-Community Impact Committee.

D. "School-Community Impact Committee" means the school-based committee created by the school subject to potential closure, to gather feedback regarding the impact of school closure on the community. The School-Community Impact Committee will be comprised of the following:

1. four parents selected by the principal;
2. an educational support staff;
3. a teacher; and
4. the principal.

E. "Open Study" means an informal data gathering, engaging stakeholders and considering various scenarios—such as boundary realignments or school closures.

F. "Special Class" means a placement on the continuum of alternative placements under the Individuals with Disabilities Education Act, where an eligible student receives specially designed instruction in a class designated only for a student with disability. Special class does not mean a special enrollment program.

G. "Special Enrollment Program" means a full-day academic program in which a parent opts to enroll the parent's student and that is offered at a specifically designed school within the district, including:

1. Gifted or advanced learning programs; or
2. Dual language immersion programs.

IV. ATTENDANCE AREA

A. Attendance boundaries for the various levels of schools are designated to provide for the orderly control of the number of students assigned to a particular school. School attendance area boundaries shall be reviewed periodically by the administrative staff and recommendations made to the Board. This policy is to be used in conjunction with Policy 4160 Residency and Enrollment.

B. Attendance areas for the various schools of Weber County School District shall be developed. Considerations shall be given to the following:

1. The proximity of students to an individual school.
2. Safety of students.
3. Continuity of instructional programs.
4. Functional capacity of the school.
5. Effects on curriculum and extra-curricular activities.
6. Factors determined relevant by the Superintendent or Board of Education.

V. SCHOOL BOUNDARY CHANGES/ SCHOOL CLOSURES

A. Procedure

1. Open Study

   i. At any time, the district may conduct an open study to evaluate school and/or special enrollment programs in response to changing enrollment patterns, facility conditions, transportation logistics, or program performance. The goal of open studies is to ensure equitable access to quality education, efficient use of resources, and long-term sustainability of schools and programs. These studies are not predetermined decisions but rather structured evaluations that include community input.

   ii. Any document obtained during an open study is subject to GRAMA.

   iii. The results of an open study may lead to the initiation of a formal process to close a school, adjust school attendance boundaries, or close/change locations of a special enrollment program.

2. School Closure Study

   i. Development of a School/Program Closure Study

      a. When an open study leads to the possibility of closing a school, a School Closure Team will be formed to organize and conduct the analysis of a school or special enrollment program closure.

      b. The Board may, but is not required to, contract with an outside entity to conduct a School Closure Study for the possibility of closing a school. The Board may ***not*** contract with an outside entity to conduct a School Closure Study for the closure of a special enrollment program.

   ii. School-Community Impact Committee

      a. The school subject to potential closure will form a school-based committee to receive feedback regarding the impact of school closure on the community.

      b. The School-Community Impact Committee will be comprised of the following:

         1. four parents selected by the principal;

         2. an educational support staff;

         3. a teacher; and

         4. the principal.

      c. The School-Community Impact Committee will determine how and in what manner to solicit feedback from the community.

      d. The School-Community Impact Committee will forward community feedback to the School Closure Study Team.

   iii. The School Closure Study Team will include:

a. Executive Director or Director of Facilities and Operations;

b. Business Administrator;

c. Director of Elementary or Secondary Director;

d. Board Member over the school that is subject to potential closure;

e. Representative from Tech Services to pull data on enrollment and other factors about the school that is subject to potential closure; and

f. Two representatives from the School-Community Impact Committee.

iv. The School Closure Study Team will review and consider several factors in accordance with guiding principles developed by the board, which will include but not be limited to, the following:

a. student enrollment and an evaluation of current and projected enrollment and demographic trends;

b. age of a school and a financial analysis, including projected cost savings, capital and maintenance implications, and long-term fiscal effects on the district;

c. proximity of other schools for boundary adjustments;

d. continuity of programs, including special education, and potential equity concerns;

e. impact on transportation for students;

f. impact on students and families, including transportation; and

g. staffing considerations

v. The School Closure Study Team or an outside entity will develop a written report to be presented to the Board with its recommendations regarding school closure.

vi. If the district contracts with an outside entity for the School Closure Study, the report will be reviewed by the School Closure Study Team prior to presentation to the Board.

3. Boundary Study

i. If the recommendation from the School Closure Study is to close a school, or if boundaries need to be adjusted due to shifting enrollment, the opening of a new school, or a change in special enrollment program, a District Boundary Study Team and School Boundary Study Teams will be formed to conduct a Boundary Study.

ii. A School Boundary Study Team will be formed at each affected school, comprised of:

a. the principal;

b. the community council member;

c. PTA/PTO representative serving on the District Boundary Team;

d. others assigned by the principal, including at least one parent and at least one teacher; and

e. a representative from Tech Services to pull data on enrollment and other factors about the school that is subject to potential closure.

f. The School Boundary Study Team may not exceed ten individuals.

iii. A School Boundary Study Team will gather input from patrons in the community, develop and recommend boundary scenarios to the District Boundary Study Team, and may be asked to assist in hosting open houses.

iv. The District Boundary Study Team will receive, assess, and incorporate community input from the School Boundary Study Teams; host open houses in which the public reviews presentations highlighting the process; and submit the recommendations to the Board for consideration.

v. If a Boundary Study Team is formed due to a recommendation to close a school, the District Boundary Study Team will make recommended boundary adjustments following the Board's adoption of the recommendation to close a school.

vi. In accordance with the notice and hearing requirements outlined below, the Board will vote on adjusted boundaries within (sixty) 60 days of the closure vote.

B. Boundary changes that will not have any potential impact on currently enrolled students ~~currently enrolled or potentially enrolled~~ may be approved by the Superintendent without going through the process outlined in this policy. This includes boundary changes to align with natural neighborhood or major street divides. ~~made when the current boundary divides neighborhoods.~~

C. Notice and public hearings for school closures, changing boundaries (except boundary changes identified in V.B. above) or changing or closing Special Enrollment Programs will follow Utah Code § 53G-4-402.

VI. SPECIAL CLASS BOUNDARY CHANGE

A. If the district determines a special class must be relocated to a different school, the building administrator where the eligible student is enrolled shall send the parent of the eligible student written notice of the boundary change at least 30 days before the effective date of the boundary change; that includes, at minimum:

1. a description of the action, including the reason for the boundary change and how the boundary change will impact the eligible student;

2. the name and location of the new school or program site;

3. instructions on how the parent may obtain more information about the boundary change;

4. key dates and a timeline for implementation;

5. information about the new school or program, including contact information for

relevant staff;

6. information about scheduling an IEP meeting and other transfer services available to the eligible student; and

7. instructions on how the parent may obtain other logistical information relevant to the boundary change, including transportation arrangements, through regular mail; certified mail; email; or hand delivery.

B. Before implementing a boundary change that affects a special class the district shall:

1. provide a parent of an affected eligible student an opportunity to submit a written or verbal comment regarding the proposed boundary change; and

2. document and consider each comment the district receives before making a final decision.

~~VII. BOUNDARY ADJUSTMENT GUIDELINES AND PROCEDURES¶~~

~~A. Boundary adjustments may be accomplished on three different levels:¶~~

~~1. Level I. School Boundary Adjustment¶~~

~~i. There are no students involved in the adjustment areas.¶~~

~~ii. The Principal, Community Council/Parent Teacher Representatives, Secondary and/or Elementary Director, Transportation Director, and local Board member(s) are notified of the change.¶~~

~~iii. The superintendent gives the approval and the board of education is informed. ¶~~

~~2. Level II. School Boundary Adjustment¶~~

~~i. A minimal number of students are involved. A request is directed through the principal(s) in the affected schools.¶~~

~~ii. The Principal, Community Councils/Parent Teacher Representatives, Assistant Superintendent, Secondary and/or Elementary Executive Director(s), Transportation Director, and Board Member(s) for the affected school(s) may be involved in the adjustment process.¶~~

~~3. Level II. Major Boundary Adjustment¶~~

~~i. This may involve adjustments such as two or more schools, a new school, and/or re-balancing of student enrollments. Adjustments may affect the elementary, junior high and senior high levels simultaneously.¶~~

~~ii. Those who are designated to participate from Levels I and II in the Boundary Adjustment Procedures may be involved.¶~~

~~iii. The board of education approved Level III boundary adjustments.¶~~

~~VIII. PROCESS AND STRUCTURAL ORGANIZATION FOR LEVEL III BOUNDARY ADJUSTMENTS¶~~

~~A. Declaration of Boundary Study¶~~

~~The board of education directs administration to initiate a boundary study. Patrons, teachers, and administrators will be notified and a boundary study will be conducted. The board designates a District Boundary Study Team.¶~~

~~B. Organization of District and School Boundary Study Teams:¶~~

~~1. District Boundary Study Team¶~~

~~i. Membership: Appointed by the superintendent/or designee and may include but is not limited to persons from the following list below. It is recommended that no more than 20 persons be assigned to this team. The team is chaired by the Elementary and/or Secondary Executive Director(s). Membership includes:¶~~

~~a. Community members from each of the affected schools;¶~~

~~b. Principals from each of the affected schools;¶~~

~~c. Teachers from each of the affected schools;¶~~

~~d. Parent Teacher Representatives from each of the affected schools;¶~~

~~e. Community Council Members from each of the affected schools;¶~~

~~f. Others as appointed by the superintendent.¶~~

~~ii. Responsibilities:¶~~

~~a. Serve on the Local Boundary Study Teams.¶~~

~~b. Receive, assess and incorporate community input from the Local Boundary Study Team.¶~~

~~c. Host Open Houses in which the public reviews presentations highlighting the process, boundary change criteria, proposed boundary scenarios, and informally discuss the proposals with those in attendance. District and Local Boundary Study Teams will be available to take additional comments for the final review by the District Study Team.¶~~

~~d. Submit the recommendation(s) to the school board for consideration.¶~~

~~2. School Boundary Study Team¶~~

~~i. Membership: Appointed by the principal/or designee and may include but is not limited to persons from the following list. It is recommended that no more than 10 persons be assigned to this team. Membership Includes:¶~~

~~a. Local Principal who serves as the facilitator;¶~~

b. Community Council Members;¶

c. Parent Teacher Representatives;¶

d. Two members of the District Boundary Study Team;¶

e. Others as assigned by the principal.¶

ii. Responsibilities¶

a. Establish a process and receive input from patrons and the public¶

b. Develop and recommend scenarios¶

c. Send school and community input to the District Boundary Study Team¶

d. Assist in public Open Houses¶

3. District Facilitator (Elementary and/or Secondary Executive Director)¶

i. Membership - To be appointed by the superintendent /or designee¶

ii. Responsibilities:¶

a. Oversee Boundary Study;¶

b. Facilitate the nomination of community members to serve on the District Study Team;¶

c. Chair the District Boundary Study Committee meetings;¶

d. Serve as the communication link among schools, community and the board of education;¶

e. Present the interim report to the board of education;¶

f. Present the final proposal to the board of education;¶

g. Follow up on specific issues that arise during the process;¶

h. Involve others as needed i.e. transportation department, community relations department;¶

C. Outline of the Steps for a Level III Boundary Adjustment¶

1. District Boundary Study Team presents recommended scenario(s) to the Board¶

2. Board approved final boundary adjustment(s)¶

~~3. New boundary adjustment is implemented~~¶

Updated 11/6/2024
Approved by the Board 03/2000