



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: February 19, 2018

AGENDA ITEM: Proposed Options for Attendance Zone Policy

PRESENTER: Kathy Allen

ALIGNS TO BOARD PRIORITIES(S):

- Financial/Facilities – The District shall exhibit excellence in financial and facility planning, management, and stewardship.
- Parents/Community – Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.
- Continuous Improvement – The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

BACKGROUND INFORMATION:

- The Board charged administration with researching FC(LOCAL) policies from other districts in order to develop a policy to guide Board in establishing new attendance areas due to growth in enrollment.
- Attached you will find the copies of FC(LOCAL) policies utilized by other districts along with a matrix that summarizes common components among these policies.
- Administration would like the Board to have time to review each of the policies and bring back some recommendations for criteria to be used in the AISD FC(LOCAL) policy.

ADMINISTRATIVE CONSIDERATIONS: Consider scheduling a Board workshop to work out details to be included in an FC(LOCAL) policy.

FISCAL NOTE: None

ADMINISTRATIVE RECOMMENDATIONS: Administration recommends scheduling a Board workshop at the discretion of the Board to discuss the development of FC(LOCAL).

[illegible]

[illegible]

SCHOOL ATTENDANCE AREAS

FC
(LOCAL)

**Boundary Changes
Involving Existing
Residences**

The Superintendent will prepare, or cause to be prepared, a recommendation for attendance boundary changes. The purpose of a boundary change is to optimize school facility usage and to accommodate growth patterns throughout the District.

Process

The process for proposed boundary change involving existing residences is as follows:

1. The Superintendent will bring to the Board a definition of the problem or condition and a proposed plan for discussion with the Board for developing and communicating a proposed change.
2. The administration will hold at least one public meeting for the affected attendance zone(s). The administration will publicly advertise at least one time. Notice will be given to affected attendance zone(s).
3. The administration will present a proposed attendance zone changes report to the Board as a discussion item. The Board will provide an opportunity for public input at this time.
4. At a regular meeting, the proposed attendance zone change(s) will be an action item. The administration's final attendance zone changes recommendation will have considered comments from the public meeting(s). The approved changes will be implemented for the following school year.

**Temporary Boundary
Changes for
Unoccupied
Subdivisions**

The Superintendent may recommend temporary boundary changes for new unoccupied subdivisions in order to balance enrollment among existing campuses. For future boundary changes, these areas would revert to the above process once residents occupy the subdivision.

**Emergency
Provision**

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

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Attendance Areas	Individual school attendance areas shall be defined by the Board upon recommendation of the Superintendent. School attendance areas shall be kept as stable as possible. However, adjustments or changes shall be made whenever the District determines that there is a need to balance student loads among schools for efficient use of facilities or when it is determined to be in the best interest of the students involved. These school assignment adjustments may result from facility closure for economic efficiencies or to allow renovations supporting reuse. In considering attendance area changes, the best interests of all students in the District shall take precedence over the convenience or interest of students in any one school.
School Assignment	<p>A student shall be assigned to a school in the attendance area in which the student's parents maintain their domicile.</p> <p>In the event the student has a legally appointed guardian, upon proper application to the District, the domicile of the guardian may be deemed to be the domicile of the student unless the guardianship was taken out for any purpose directly or indirectly related to school purposes. In such situations, the District shall be entitled to refuse to recognize the domicile of the guardian as the domicile of the student. One criterion considered by the District in connection with approving student domiciles other than the domicile of the student's parents shall be whether the domicile was created or attempted to be created for school purposes.</p>
Temporary Attendance	A student may be enrolled in a school on a temporary basis for a period of 45 calendar days when a family who resides in the District has a home under construction or is waiting to occupy a residence they have purchased or rented in the attendance area assigned to that school. Documentation that indicates the expected date of occupancy must be presented to the school. If, at the end of 45 calendar days, the family does not reside in the attendance area for that school, the student shall be withdrawn until a residence is established within the attendance area.
Continuation	Once a student has enrolled in a school in the attendance area of the parents' domicile, and the parents then move into another District attendance area, the student may continue in the original school through the end of the school year. Continuation is contingent upon acceptable achievement, attendance, behavior, and parental cooperation.
Diversity Choice	Students shall attend school in their assigned tracking patterns. However, students residing in the elementary attendance areas listed below may choose to attend the secondary schools designated below with transportation provided by the District. Designa-

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tion of the student's school choice under the diversity choice program must be received in the office of student services no later than February 15 of the prior school year. Once the choice is made, the chosen school shall become the student's home school through the highest grade in the school. A student who has attended a selected campus through diversity choice and who has a history of at least two unbroken years of attendance in the two highest grades offered at the school may request a tracking transfer to the next level as specified in FDA(LOCAL). If the student later wants to attend another school, the student shall be required to apply for a transfer.

From School	To Middle School	To High School
Allison	O. Henry	Crockett
Barton Hills	Martin	
Becker	Covington	Bowie
Blackshear		Austin
Brooke	Murchison	
Bryker Woods	Martin	
Campbell		McCallum
Govalle	O. Henry	
Mathews	Martin	
Metz		Austin
Norman		Lanier
Oak Springs	Lamar	Anderson
Ortega	Lamar	Anderson
Ortega	O. Henry	
Sims	Lamar	
Zavala	Murchison	Austin
Zilker	Martin	

Effective Date

Revisions to this policy shall be effective upon adoption by the Board on April 27, 2015.

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Attendance Zones	The Board shall establish attendance zones for students attending the elementary and secondary schools and shall determine the schools in which the students residing in those zones shall enroll.
Boundary Revisions	The purpose of boundary revisions is to optimize school facility usage and to accommodate growth patterns throughout the District.
Student Assignment	Attendance areas for District schools shall be established by the Board. Students shall attend school in the attendance zone in which they reside unless enrolled in a magnet school, assigned to another school through an enrollment capping procedure or special program placement, assigned to another school for disciplinary reasons, or approved for continued enrollment or transfer. Under special circumstances, the Superintendent may approve individual exceptions to this assignment policy.
Advisory Committee	Prior to the adoption of attendance zones (areas) for new schools or changes in attendance zones for existing schools, the Board shall provide for patron input through a school boundary advisory committee (SBAC). This committee shall be a standing committee that addresses kindergarten through grade 12 boundary issues.
Membership	<p>The Superintendent shall develop a process to solicit nominations for this committee from principals, PTA presidents, booster club presidents, and homeowner/neighborhood association presidents. The process shall also allow for nominations from individuals and for self-nominations. The SBAC shall be composed of one parent of a high school student from each comprehensive high school attendance zone and one parent of an intermediate student from each intermediate school attendance zone. Fifteen additional members shall consist of three parents of elementary students from each high school attendance area. Two additional members shall be community representatives who may or may not be parents of District students. Employees of the District shall not be eligible to serve on the committee. All members shall be selected by random drawing.</p> <p>Of the elementary members selected, no two members shall be selected from the same elementary attendance zone. A neighborhood may not be represented more than once on the SBAC.</p>
Term	In order to establish continuity on the committee, members shall normally serve on two consecutive SBACs. To establish a staggered rotation, initial members shall participate in a drawing to determine which half shall serve only once and which shall serve twice. Because an SBAC is convened only when necessary, service may not necessarily be in consecutive years.

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Vacancies	Vacancies occur when members complete their term of service, no longer reside in the attendance zone from which they were selected, resign, or are removed by a vote of two-thirds of the membership for failure to perform the duties of members of the committee. At the discretion of the Superintendent, vacancies that occur during the term may be filled immediately through a random drawing from the original list of volunteers using the same selection criteria without waiting for the start of the next committee year.
Officers	The SBAC shall elect a chairperson and vice chairperson as soon as possible.
Chairperson	<p>The SBAC chairperson shall:</p> <ol style="list-style-type: none">1. Consult with the administrative liaison to develop agendas for meetings of the committee;2. Oversee preparation and presentation of committee reports and recommendations; and3. Review written minutes of each SBAC meeting to be filed by the administrative liaison and posted on the District's Web site.
Vice Chairperson	<p>The SBAC vice chairperson shall:</p> <ol style="list-style-type: none">1. Perform the duties of the chairperson in his or her absence; and2. Assist the chairperson as needed in overseeing and facilitating the work of the committee.
Boundary Change	<p>Attendance zone recommendations shall be developed through the following process:</p> <ol style="list-style-type: none">1. The SBAC shall develop a preliminary report, which should include demographics, facility utilization, alternative attendance zone possibilities, and other pertinent considerations. The SBAC shall present the report to the Board in a workshop format.2. The final options proposed by the SBAC shall be followed by one to four public hearings, as appropriate for the number of schools involved, to be determined by the Superintendent or designee. Public hearings to discuss proposed options or changes shall be held no earlier than seven days from the date that the proposed options or changes were made available to the public. With the assistance of staff, these public hearings shall be conducted at sites convenient to the patrons affected by the proposed changes. The administration shall advertise these public hearings through news releases and

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through District communications channels. Principals of the schools affected shall assist in notifying area patrons.

At each hearing, following a presentation of the SBAC report and recommended options, the committee shall solicit comments, questions, and suggestions from patrons present. Staff may assist as needed in responding to questions from patrons. A record shall be made of all comments and suggestions to assist the committee in its deliberations.

3. SBAC members shall study the information received during the public hearings, seek clarification of any questions, and develop new options if appropriate. Any new options, or changes to existing options, proposed by the SBAC shall be made available to the public at a public hearing in which the options or changes will be proposed.
4. After the final public hearing, the SBAC shall present its report to the Board in a workshop format.
5. At the same or a subsequent meeting, following study and discussion of the committee report and consideration of any recommendation from the Superintendent, the Board shall take appropriate action with respect to the establishment of school attendance boundaries.

Final Approval

Upon consideration of all information and input, a final decision shall be made by the Board. Action shall normally be taken no later than March of each planning year.

Decision Principles

The following principles shall be among the factors explicitly considered in making attendance zone changes:

Community Integrity

1. Where feasible, boundaries shall support the neighborhood school concept by combining geographically proximate neighborhoods, subdivisions, multi-family dwellings, and developments into school attendance zones. Where feasible, entire neighborhoods shall be assigned to the same school(s). Where practical, major thoroughfares, creeks, drainage ditches, utility easements, and similar elements shall be utilized as boundaries.

Growth Projections

2. Assignment of students shall be made based on building capacity and growth projections.

Program
Accommodation /
Student Needs

3. Attention should be given to the unique needs of the student population at a given campus, which may not be reflected in numbers alone.

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Cost Effectiveness

4. The costs of portable classrooms, transportation, additional staffing requirements, and other costs related to attendance boundary options shall be considered.

**Continuity
Provisions**

When a new school opens, students in its attendance area shall be assigned to the new school. Exceptions to this general rule are as follows:

1. New high schools generally open without a senior class; therefore, seniors may remain at their former schools.
2. When a new intermediate school opens, returning grade 8 students may continue at their former school. Transportation shall not be provided by the District.

**Emergency
Provision**

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

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**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

Every December the administration shall 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 shall review the enrollment and demographic composition of each school and, utilizing the considerations and principles set out in this policy, shall 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 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

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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:

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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.

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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 shall not be provided 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.

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BOUNDARY CHANGES
INVOLVING EXISTING
RESIDENCES

The Superintendent shall prepare, or cause to be prepared, a recommendation for attendance boundary changes. The purpose of a boundary change shall be to optimize school facility usage and to accommodate growth patterns throughout the District.

PROCESS AND TIME
LINES

The process and time lines for proposed boundary changes involving existing residences shall be as follows:

1. The Superintendent shall supervise the development of the boundary change process and a specific plan for communicating the change. The process shall include community involvement from stakeholders within the affected areas and opportunities for input from stakeholders from any unaffected attendance areas.
2. During the regular September Board meeting, the Superintendent shall bring to the Board a preliminary report that should include demographics, alternative attendance zone possibilities, and other pertinent considerations, and shall present such report to the Board as a discussion agenda item prior to conducting public hearings in the proposed affected attendance zone(s).
3. The administration shall hold at least one public meeting for the affected attendance zone(s). Surrounding attendance zones shall be invited and encouraged to attend. At least once, the administration shall publicly advertise the scheduled public meeting in the local newspaper a minimum of five calendar days in advance.
4. During the regular November Board meeting, the administration shall present a progress report to the Board as a discussion item.
5. During the regular December Board meeting, the administration shall recommend to the Board the proposed attendance zone changes as a discussion item. The Board shall provide an opportunity for public input prior to this discussion item.
6. At the regular January Board meeting, the proposed attendance zone change(s) shall be an action item. The administration's final recommendation shall include considered comments from the public meeting(s). The approved changes shall be implemented for the following school year.

TEMPORARY
BOUNDARY CHANGES
FOR UNOCCUPIED
SUBDIVISIONS

The Superintendent may recommend temporary boundary changes for new unoccupied subdivisions in order to balance enrollment among existing campuses. For future boundary changes, these areas shall revert to the above process once residents occupy the subdivision.

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EMERGENCY
PROVISION

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

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The District shall be divided into attendance areas for elementary, junior, and senior high schools. All students shall be assigned to the schools in the attendance area in which they reside. Transfers to schools outside the attendance area of residence may be approved by the administration. In the event circumstances arise that could affect the attendance areas, the attendance areas shall be reviewed at the earliest possible date by the Board.

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Purpose

By ensuring that the process described herein is followed, the Board upholds the District's responsibility to provide school facilities that address changing enrollment patterns. The Board commits to school attendance areas in a manner that best utilizes District facilities that meet the current and future needs of students.

Attendance Areas

Individual school attendance areas shall be defined by the Board upon the recommendation of the Superintendent in accordance with this policy. The Board is committed to partnering with parents and demonstrating a student-centered approach when defining school attendance areas. School attendance areas shall be kept as stable as possible. However, adjustments or changes may be made whenever the District determines that there is a need to balance student enrollment among schools for efficient use of facilities.

The purpose of establishing attendance areas shall be to:

- Prevent and eliminate overcrowding;
- Allow for future growth;
- Keep distances traveled by students within and between neighborhoods as short as possible;
- Minimize the need for student transportation;
- Allow a campus to house students safely and provide adequate services to all students; and
- Comply with state and federal regulations or laws and court decisions applicable to the District.

The above purposes are not necessarily in order of priority.

Annual Enrollment Review

The Superintendent or designee shall annually review facilities and enrollment projection data. Based upon the annual enrollment review, the Superintendent or designee shall consider whether each school can remain at status quo or whether facility utilization options and/or alternative attendance areas should be implemented.

If the Superintendent or designee determines that facility utilization options should be implemented, the following options shall be considered:

- Limiting transfers consistent with District transfer policies. [See FDA and FDB]
- Moving programs to or from the school.
- Moving temporary classrooms on or off the campus.

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- Capping enrollment.
- Other options deemed appropriate, including, but not limited to, partnering with parents, schools, and others to design pilot facility utilization plans of limited time and/or scope with a clearly established evaluation process to determine the effectiveness of any pilot programs.

**Community
Engagement, Parent
Partnerships, and
Timelines**

Should the Superintendent or designee determine that alternative attendance areas should be considered, the Superintendent shall inform the Board regarding the basis for the consideration of alternative attendance areas, and the Board may provide guidance to supplement this policy regarding the specific boundary issues to be addressed.

The Superintendent shall implement a process that engages local community members, District staff, and parents through participation in the school attendance area committee (SAAC). The SAAC shall be comprised of 25 members of the District community, a majority of whom shall be parents of students in the District representing elementary, middle, and high schools and all feeder areas. The SAAC shall review enrollment data provided by District staff and make recommendations to the Superintendent for attendance area changes based on the factors in this policy and any supplemental guidance issued by the Board regarding the specific boundaries to be considered.

In addition to the SAAC recommendations, and considering the advice of the SAAC, the Superintendent may recommend partnering with parents, schools, and others to design pilot boundary plans of limited time and/or scope with a clearly established evaluation process to determine the effectiveness of any such pilot programs.

The Superintendent shall consider public input before making his or her final recommendation to the Board. The Superintendent shall schedule a community meeting to discuss any proposed changes to existing boundary plans prior to preparing his or her final recommendation to the Board.

The Superintendent shall present his or her final recommendation to the Board. The Superintendent's recommendation shall be made to the Board for a first reading at least one year prior to the effective date of a change in an attendance area.

**Emergency
Provision**

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

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In instances where the same grades are taught on more than one campus in the District, attendance zones shall be drawn. The attendance zone for each campus will be determined by the Board.

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Attendance Zones

Upon recommendation from the Superintendent, the Board shall adopt changes in the attendance zones when such changes are necessary. Every attempt shall be made to authorize and publicize such changes so that parents and students have time to prepare.

The Superintendent shall develop an appropriate procedure for screening hardship cases and approving exceptions to the attendance boundaries.

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Prior to adoption of attendance zones for new schools or changes in existing attendance zones, public hearings shall be conducted in accordance with the following procedures:

1. The administration shall develop a preliminary report that should include demographics, a single set of recommended attendance zone changes, and other pertinent considerations.
2. The report shall be presented to the Board for discussion, possible changes, and acceptance prior to proceeding with the boundary process.
3. Following the Board's acceptance of the attendance zone changes, the administration shall present the proposed changes directly to the public via public hearings.
4. The District shall hold two public hearings. The Board shall have the discretion to increase the number of hearings in the event that a large number of attendance zones are being impacted.

Citizens residing in attendance zones that are potentially impacted by the preliminary recommendation shall be invited and encouraged to attend the public hearings.

The administration shall publicly advertise the hearings at least five calendar days in advance of the first scheduled public hearing in a local newspaper and on its Web site at www.roundrockisd.org. The administration shall provide information through other internal and external communication resources available to the District.

5. Following the last public hearing, the administration shall recommend to the Board any adjustments to the proposed attendance zone changes as a discussion item at the next regularly scheduled meeting or called Board meeting. The administration's recommendations shall have considered comments from the public hearings.
6. The Board, through consensus, may consider public feedback from the hearings and direct the administration to modify the proposed attendance zone changes as part of the discussion item.
7. At a subsequent regular Board meeting, the proposed attendance zone change(s) shall be an action item. This meeting shall constitute an additional public hearing and shall be advertised according to the District's policy regarding advertisements of regular or called Board meetings.

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8. Attendance zone revisions shall occur between October 1 and March 1 of each school year unless otherwise determined by the Board due to unforeseen circumstances.

NOTES FROM BISD BOARD OF TRUSTEE'S WORKSHOP ON AZ LEVELING AND BOUNDARY PLANNING:

Attendance zone planning process (proposed)

1. Establish process – Timeline
2. Create communication plan
3. Review and determine impact on programs
4. Impact on Bus Routes
5. Feeder Pattern considerations
6. Administration review of plans
7. Board review of plans
8. Present plan to public
9. Review input from public meetings
10. Report to Board/ Board adoption
11. Communicate new boundaries and transfer plan

Lessons learned from previous efforts and from other school districts

- A **Public Committee** process takes longer, is more emotional and can be harder on the public.
 - How is committee formed?
 - Who is the facilitator?
 - How is consensus reached?
 - Parents have a hard time seeing beyond their neighborhood
 - “Move those kids” mentality
- An **Administrative committee** process is more efficient and will produce plans that are data driven.
 - Committee made up of staff members to support the districts operations (transportation, special programs, curriculum, student services...)
 - Superintendent or Assistant Superintendent
 - Smaller group so consensus is easier.
 - Administration will likely maintain the big picture.
 - Communication plan is a major factor in a successful AZ process
 - Parameters or Guidelines are an important step in the process
 - Be Careful in deciding parameters – They can be used against you!

SAMPLE Principles for Re-Districting

- ✓ Attendance areas should be designed to serve the district for more than 5 years.
- ✓ Attendance areas should be largely contiguous and lack the appearance of gerrymandering.
- ✓ Walk paths for each school must be considered.
- ✓ Allow for initially smaller school populations in schools with higher than anticipated growth rates.
- ✓ High schools should each be aligned with two middle schools.

- ✓ When possible, elementary school boundaries should align with middle school boundaries, which should align with high school boundaries.
- ✓ Neighborhoods should be assigned to the same school when possible.
- ✓ The district should honor existing transfers into schools.
- ✓ All students should be expected to attend their new schools.
- ✓ Transportation routes should be as efficient as possible, giving consideration to minimizing ride times within established parameters.
- ✓ There may be an option for eighth graders to matriculate through their current school (Board decision).

Frequently Asked Questions...and the communications flow -

- Why are we doing this?
- When will the new Principal be picked?
- Will the new school have all new teachers? Or
- How will the teachers be assigned to the schools
- Grandfathering transfers (Can my child finish the school they started)?
- Will transportation be provided if I'm a "Grandfathered transfer"?
- Transfer questions in general
- What about siblings?
- Will I be able to ride the bus?
- What will be the school times?
- Will there be any special programs at the new school?
- Will there be crossing guards to assist the kids?
- How will drop-off and pickup be handled at the new school?
- How will the new PTO be formed?



INTEROFFICE MEMO

To: Mr. David Stelmazewski – Superintendent of Schools

From:

Date: 9.6.2.16

Subject: 2016 Attendance Leveling and Zone Planning

In preparation for our 2016 Attendance Leveling and Zone Planning process, the following notes reflect feedback from our recent workshop with the Board of Trustees and possible recommendations:

SUPERINTENDENT'S Goal – completed work by April/May of 2017

Attendance Leveling and Zone Planning parameters and timelines recommendation to the Board of Trustees	SEPTEMBER 2016 <u>Board Meeting</u>
Demographic update of projections and geo-coding all students	OCTOBER 2016
Superintendent appoints Administrative Committee to develop Attendance Leveling and Zones Scenarios Begin Administrative Committee study of options and deliberate scenarios	OCTOBER - NOVEMBER 2016
Presentation of Administrative Committee Scenarios for Board of Trustees Consideration and Input	DECEMBER 2016 <u>Board Meeting</u>
Administrative Committee refines scenarios <ul style="list-style-type: none"> • Develops a Communications Process/Plan • Presentations to the public • Considers public comments for possible adjustments 	JANUARY - FEBRUARY 2017
Recommendations to the Board of Trustees with possible Action	MARCH 2017 <u>Board Meeting</u>
Roll out Communications Plan to inform parents and stakeholders of new attendance zones	MARCH - APRIL 2017

RECOMMENDED PARAMETERS FOR GUIDING the ATTENDANCE LEVELING AND ZONE PLANNING PROCESS:

OPTIMIZE SPACE – Efficient and equitable use of current and future school facilities to reduce overcrowding and address growth.

BALANCING – Create zones that addresses growth, while also maintaining a principle to achieve balance in funding and program equity. Consideration will also be given to the socioeconomic make-up of each attendance zone.

- **MS/HS CHOICE** – Develop a plan in concert with the 2016 Attendance Leveling and Zone Planning process to eliminate MS/HS CHOICE to also achieve balance in funding and equity.

NEIGHBORHOOD UNITY – Every reasonable effort will be made to keep subdivisions and neighborhoods together. **CONTIGUOUS BOUNDARIES** will be considered to prevent isolation of areas from surrounding neighborhoods.

NATURAL LINES – To the extent possible, natural boundary lines and geographic demarks shall be utilized in leveling and creating new attendance zones.

GROWTH – All reasonable efforts will be utilized to address existing and future development so that lines do not have to be re-drawn between scheduled campus openings and with an eye towards rationale “feeder patterns.” A goal is re-drawn attendance zones should be designed to serve the district for the next five (5) years.

- **FEEDER PATTERN ALIGNMENT** – All reasonable efforts will be made to keep students together as they travel through elementary, middle, and high school.

FAMILY IMPACT – All reasonable efforts will be made to consider the impact that changing attendance zones will have on families. Appropriate and reasonable “Grandfathering” options shall be considered in transitioning to new attendance zones.

TRANSPORTATION COSTS – All efforts in rezoning shall also include consideration and impact to routing efficiencies.



123 W. Johns Road, Boerne, Texas 78006 830.357.2067

INTEROFFICE MEMO

To: BISD Board of Trustees

FROM: David Stelmazewski – Superintendent of Schools

Date: 9.8.2016

Subject: 2016 Attendance Leveling and Zone Planning – **INFORMATION ONLY**

As previously discussed in our recent workshop, and with your input and recommendations, the following **TIMELINE** and **PARAMETERS** will be used to guide our Attendance Leveling and Zoning Planning Process in the coming year. It is my goal and expectation that we complete our work – including Board consideration and approval by April/May of 2017. This will give the district sufficient time to communicate and inform parents/guardians of new attendance zones as new schools open beginning in 2018 and 2019.

Attendance Leveling and Zone Planning parameters and timelines developed and presented to the Board of Trustees as part of the Superintendent's Report.	SEPTEMBER 2016 <u>Board Meeting</u>
Demographic update of projections and geo-coding all students	OCTOBER 2016
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