

<b>Process Objectives</b>	<b>Board Considers Objective Met</b>	<b>Board Recommends Superintendent Provide Additional Consideration in Determining Adjustments</b>
Relieve current and projected future overcrowding (five years out) targeting capacity rates of 90%		
Minimize transitions for students		

<b>Primary Process Criteria</b>	<b>Board Considers Criteria Reasonably Applied</b>	<b>Board Recommends Superintendent Provide Additional Consideration in Applying Criteria and Determining Adjustments</b>
<p>Availability of Space</p> <ul style="list-style-type: none"> <li>• Projected capacity of school given current permanent and portable capacity.</li> <li>• Projected enrollment generated from current and projected residential development of neighborhoods proposed for inclusion within schools' attendance boundaries.</li> <li>• Consider "core capacity" for projected enrollment; gymnasium and/or other multipurpose or activity space; library and other multimedia space; cafeteria space; other common areas.</li> <li>• Ensure restroom capacity meets municipal building code.</li> </ul>		
<p>Proximity to School</p> <ul style="list-style-type: none"> <li>• Consider proximity to school, with priority to children who can access safe walk routes.</li> <li>• Attendance boundary perimeters of relative equal distance from a school.</li> <li>• Neighborhood school concept.</li> </ul>		
<p>Neighborhood Unity</p> <ul style="list-style-type: none"> <li>• Residential areas contained within major arterial and collector roads/streets or within major natural features (wetlands, streams, green spaces, topographic variations, etc.)</li> <li>• Consider major access points to neighborhoods.</li> <li>• Avoid dividing neighborhoods with strong historical identities.</li> <li>• Consider neighborhoods with commonly shared facilities: swimming pool, playgrounds, parks, etc.</li> </ul>		

<ul style="list-style-type: none"> <li>• Use backyard property line divisions, rather than opposite sides of small neighborhood streets, when possible.</li> <li>• Formal and informal neighborhood associations (do small student enclaves perceive themselves as closely associating with one neighborhood or another).</li> <li>• Maintain to the extent possible a continuous and stable elementary to middle school to high school feeder system.</li> </ul>		
<p>Safety</p> <ul style="list-style-type: none"> <li>• Availability of safe walk routes: available sidewalks; width of road and shoulders; volume of traffic; posted and/or measured vehicle speed; other speed mitigation devices (traffic signals, speed bump, etc.); pedestrian crosswalks; posted crossing guards.</li> <li>• Avoid crossing main arterial roads and streets, and other potential safety hazards.</li> </ul>		
<p><i>September 28, 2015 re-adopted</i></p>		

	<b>Board Considers Criteria Reasonably Applied</b>	<b>Board Recommends Superintendent Provide Additional Consideration in Applying Criteria and Determining Adjustments</b>
<p><b>Secondary Process Criteria</b></p> <p>Transportation</p> <ul style="list-style-type: none"> <li>• Consider relative financial cost to the District when determining to which school a “bussed community” will be assigned.</li> <li>• Consider rider-time when determining to which school a “bussed community” will be assigned.</li> <li>• Consider neighborhood proximity to common bus routes. Avoid non-contiguous attendance boundaries.</li> </ul>		
<p>Student Body Configuration</p> <ul style="list-style-type: none"> <li>• Consider balance between schools of ethnic, socioeconomic, and language differences and other elements of diversity.</li> <li>• Attempt to provide for capacity of special program siting.</li> </ul>		
<p>Staffing Patterns</p> <ul style="list-style-type: none"> <li>• Plan for capacity that allows for necessary special education and/or other special program expansion.</li> <li>• Provide sufficient enrollment to allow for development of new school identity and culture.</li> </ul>		

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| <ul style="list-style-type: none"><li>• Provide sufficient enrollment for efficient allocation of educational and itinerant specialist time.</li></ul> |  |  |
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*September 28, 2015 re-adopted*