



CRITERIA FOR SCHOOL ATTENDANCE BOUNDARY ADJUSTMENTS

*For Opening of Comprehensive High Schools
#1 and #2 (2004 Bond) in Fall 2008*

Purpose of Criteria

The following Board-adopted criteria, taken as a whole, serve as a measure of the effectiveness of any revised boundary proposal. The criteria are not a formula, but a set of competing goals which will require compromise in order to achieve a consensus proposal.

The Superintendent is requested to develop a proposal which best considers all criteria simultaneously.

Criterion #1

Provide the best possible learning opportunities for all students

- Seek to ensure all schools have student bodies which will utilize comprehensive offerings in both academic and elective areas so that all schools provide equitable opportunities to students of all ability and interest levels.
- Minimize isolation of lower socio-economic students.
- Provide district with any recommendations for ensuring that high education quality is maintained in all schools during transitions caused by boundary changes.

Criterion #2

Make the best possible use of existing facilities

- Ensure that all schools will be utilized to capacity but not become severely over-crowded during the years before another school is built to serve the area. Ensure that each school will have enrollment within the District recommended range.

Criterion #3

Minimize added expenses

- Set up boundaries which would impose a minimum of additional expenses for transportation, modification to the facilities, or program changes. Ensure that each school will have enrollment within the District recommended range.

Criterion #4

Minimize disruption of the education programs for each student and school

- Complete boundaries at least one year in advance of implementation so students will be able to plan for any school boundary changes.
- Do not require 11th and 12th grade students to change schools.
- Continue district policy that does not require families to send siblings to different schools in a given school year due to a district boundary change.
- Develop boundaries which will last for longest possible time period without subsequent changes.
- Consider likely subsequent boundary changes with the future construction of new high schools.
- Consider feeder school boundaries.
- Consider the impact of boundary changes on school programs.

Criterion #5

Minimize the movement of students from schools in close proximity to their neighborhoods

Criterion #6

Achieve wide support for proposal by the community

Boundary changes are by their very nature disruptive. Given the number of schools and areas likely to be affected by boundary changes in 2008, it is likely that any recommended plan will fail to satisfy all members of the community as fair and appropriate, nevertheless, the Committee should seek wide approval and understanding of plans prior to recommending one or more to the Superintendent for his consideration. Schools and the District benefit from the widest possible community support.

- Consider correspondence and comment at public hearings in refining and revising plans.
- Seek to achieve a plan which most community members can accept as fair to the students of the entire district.
- Understanding that no plan will be without opposition, strive for a plan with features that reflect community concerns and generate minimal opposition.
- Consider the balance of comments from all public hearings and all other communications to the boundary committee in making final recommendations to the Superintendent.