



BOUNDARY REVIEW COMMITTEE MEETING AGENDA

April 25, 2018 6:00-8:00

1. Introductions
2. What to expect during the boundary review committee process
 - a. Roles/responsibilities
 - b. Boundary review schedule
 - c. Working committee meetings
 - d. Open houses

Break

3. Committee resources
 - a. Committee charge and guiding principles
 - b. Terminology
 - c. Technical resources
 - Maps and summary statistics
 - GeoPlanner tool
4. Committee meeting #2 Agenda

BOUNDARY REVIEW TIMELINE

April 25	Introduction to the boundary review process committee
May 9	Committee workshop – background info, workshop
May 23	Committee workshop
May 30	Open House #1
June 13	Committee workshop

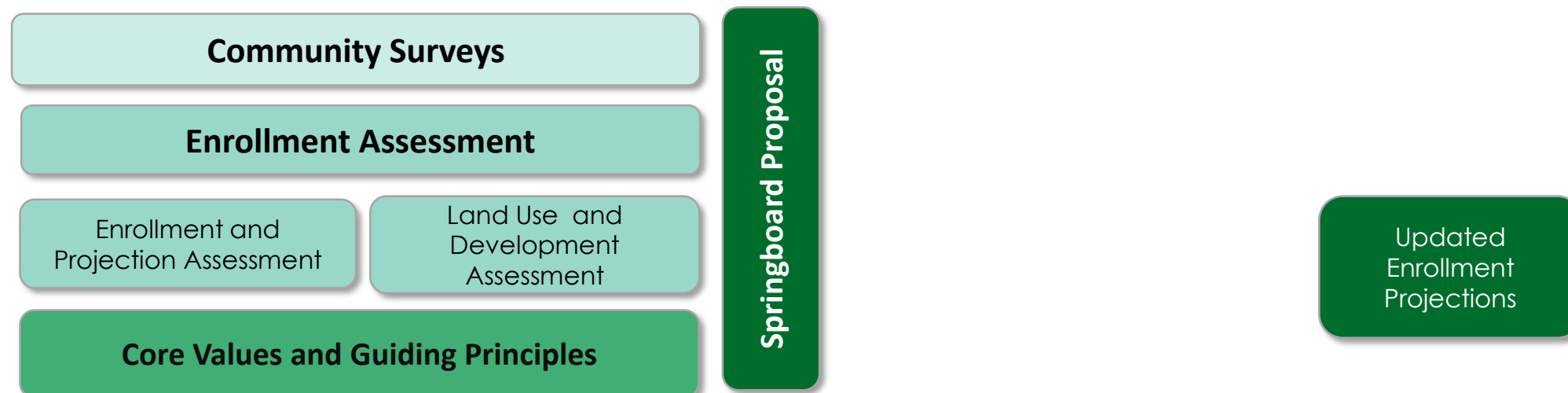
– *Summer Break* –

September 12	Committee workshop
September 19	Committee workshop
September 26	Open House #2 – 9/26
October 10	Committee workshop

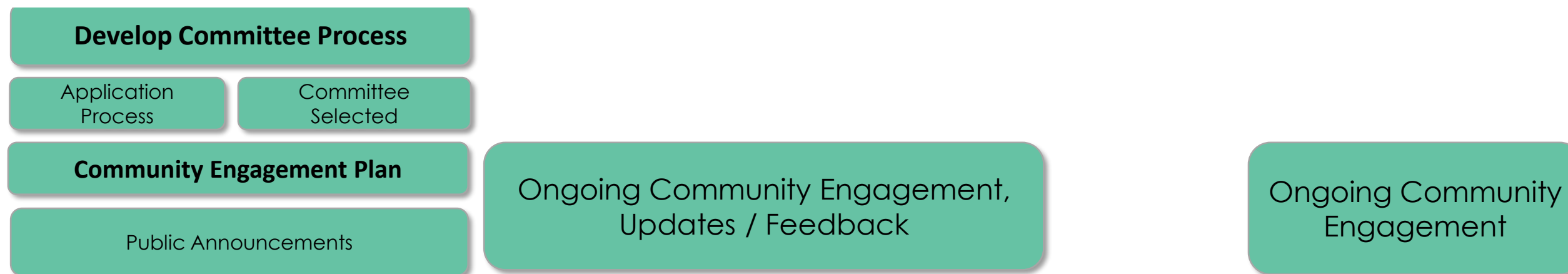
BOUNDARY REVIEW SEQUENCING



Initial Assessment



Framework



Boundary Review Committee Process



Final Boundary Recommendations



WHAT TO EXPECT

A successful boundary review process utilizes core values and guiding principles to inform an open, well-designed process, resulting in final recommendations for reconfigured attendance areas.

The recommendations are developed over a series of team workshops that include District staff, a boundary review committee made up of parents and principals, and the community over the course of multiple workshop style meetings and community open houses.

WHAT TO EXPECT

Committee Meetings:

- Approval of Minutes
- Break out groups
- Scenario modeling
- Proposals
- Vote (if necessary)
- Maps updated upon committee approval

Open Houses (May 30th and September 26th):

- Overview of process
- Check in point with community for feedback
- Review comment cards
- Continue revisions
- By 2nd open house should be 95% there

THE BOUNDARY REVIEW COMMITTEE IS CHARGED WITH:

Working to identify, refine and review proposed updates to attendance area boundaries to support long-term balanced enrollment for Middle Schools. The committee will provide a recommendation to the Executive Director of Secondary Learning and Teaching on, or before, the last committee meeting (October 10th).

The recommendations will be put forth to the Board of directors for consideration. New Middle School boundaries will be implemented fall of 2019.

GUIDING PRINCIPLES

Core values serve as guiding principles for the boundary review committee throughout the boundary review process. These are developed from [Board policy 3131 Attendance Area Changes](#), and from insights gained from community surveys, land use studies, and a student enrollment assessment and review.

When considering boundary revisions the committee will consider, to the extent possible, the following core values:

- Maintain a district-wide perspective by considering growth trends and enrollment projections
- Develop new boundaries that work to balance school capacities across schools
- Consider impact to the smallest number of families
- Make efforts to maintain neighborhood schools and the feeder system to the extent possible
- Minimize disruptions and impacts to special programs or special populations (e.g., homeless youth, free-and-reduced lunch programs, special education, Title programs)
- Maximize to the greatest extent possible, proximity to home/walkability (e.g., not having to cross busy streets and consider natural boundaries)
- Consider transportation impacts, and work towards limiting the amount of time required on a bus

TERMINOLOGY

Attendance Area

The geographic boundaries for each school that define which students attend a given school

Catchment

Same as attendance area

Facility Capacity

The number of students the school building can accommodate

Feeder System

A set of elementary schools whose students matriculate to a middle school (s) and that middle school (s) students matriculates into a high school (s).

In-district Student

A student with a physical address within the geographic boundaries of the school district

Out-of-district Student

A student with a physical address outside of the geographic boundaries of the school district

TERMINOLOGY

Residing in Attendance Area

A student with a physical address within the geographic boundaries of the attendance area

School Boundary

Same as attendance area and catchment

SIS

Student Information System

Springboard Proposal

A starting point of revised boundaries which meet target capacities and consider guiding principles for the committee to begin their revisions from.

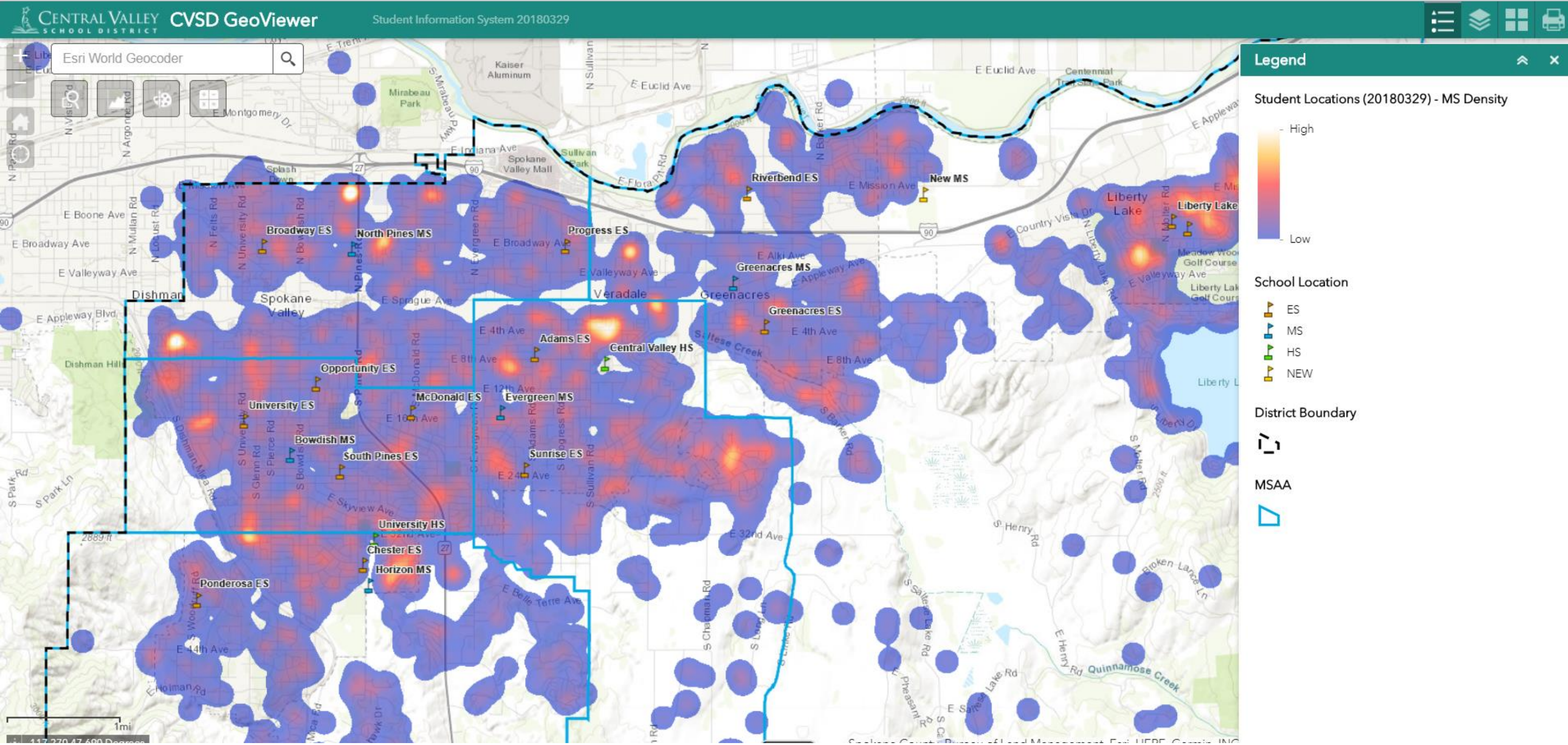
Target Capacity

Desired capacity for a school factoring in program considerations and future needs

COMMITTEE RESOURCES

Attendance Area	Capacity			Existing			Springboard		
	Facility Capacity	Target Capacity	Target Percent Capacity	Students by Residence	Percent of Facility Capacity	Magnitude Over/Under Target	Students by Residence	Percent of Facility Capacity	Over/Under Capacity Magnitude
School 1	432	423	98%	549	127.1%	126	420	97.2%	-3
School 2	502	492	98%	418	83.3%	-74	480	95.6%	-12
School 4	522	512	98%	430	82.4%	-82	435	83.3%	-77
School 3	750	735	98%	971	129.5%	236	804	107.2%	69
School 5	312	306	98%	378	121.2%	72	291	93.3%	-15

COMMITTEE RESOURCES





BOUNDARY REVIEW COMMITTEE MEETING AGENDA

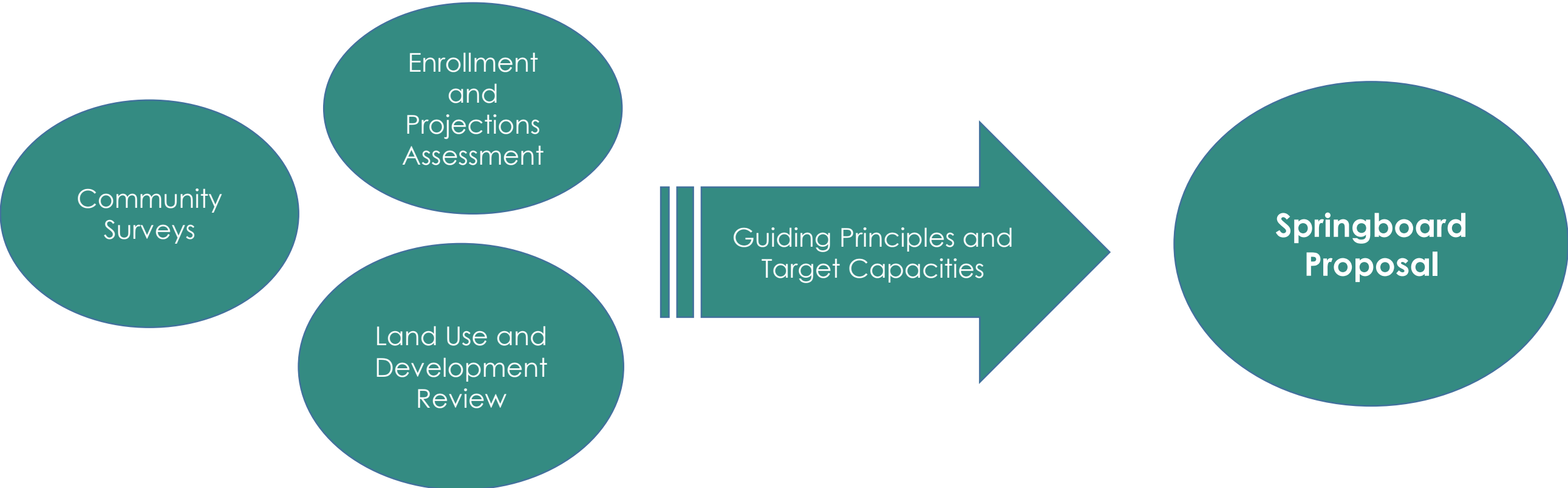
May 9th, 2018 6:00-8:00

1. Review meeting minutes
2. Background information
 - a. Community Surveys
 - b. Land use and Planner information
 - c. Target Capacities
 - d. Springboard Proposal

Break

3. Boundary Review in Workgroups
4. Group Discussion
5. Proposed changes and vote (if necessary)

SPRINGBOARD PROPOSAL COMPONENTS



Springboard Proposal

A starting point of revised boundaries consider guiding principles for the committee to begin their revisions from