

## School Boundary Change Guidelines

### A. Conditions Which Would Require or Warrant Consideration of Boundary Changes

1. When a new school for a defined attendance area is constructed.
2. When the use of a school with a defined attendance area is to be discontinued.
3. When there is a great disparity among schools in their enrollments in relationship to their capabilities. For example, when there are adjacent schools with one below 75% of capacity and another above 125% of capacity, they are candidates for boundary changes to equalize the enrollments in relation to the capacities of the schools. If schools are within a range of around 85% to 105% (10% either side of the 95% capacity level) they would not likely be considered serious candidates for boundary changes because of the natural fluctuations which happen from year to year. Past enrollment data and projections should be considered in this analysis.
4. When large scale developments are proposed near the boundaries of school attendance areas which have a great disparity in their enrollments in relationship to their capacity. These border developments should be evaluated by analyzing the enrollment numbers at the surrounding schools and the student yield of the proposed development to determine if a small boundary modification would be beneficial to the adjacent schools (prior to the construction of any of the new homes).

### B. Consideration for Implementation

1. The process of developing and evaluating boundary changes should involve the input of administrative staff, teachers, parents and students. The Long Range Facilities Planning Committee will be the focal point for the development of proposed boundary changes to be evaluated. This committee will be assisted by the District's Planning Department and building level administration in the development and public review of any such proposals.
2. If boundary changes are to be implemented for the fall, they should be finalized no later than the first regular Board meeting in February to allow for administrative staff, teachers, parents and students to prepare for the changes.
3. Prior to implementing boundary changes, analysis of the existing open enrollment policy should take place and a determination made as to whether students attending schools outside their neighborhood should be required to go back to their home school.
4. More than one boundary alternative should be considered in the evaluation process before presentation to the Board.

### C. Consideration for Developing Boundary Plans

Boundary changes will be considered after all other viable options have been analyzed and rejected for specific, stated reasons. Boundary changes, for whatever reason, will be evaluated on a case by case basis. The first step in such discussion will be to review the following considerations and prioritize them based on the scope of the current situation and the relative importance of each factor in making the final decision.

Education and Facility Considerations

1. Impact on special programs (i.e. special education, bilingual and ESL programs) and on academics in general in the schools involved.
2. Balance the projected enrollments in relation to individual school capacities throughout the district.
3. Capital costs such as portables, new additions, busing.

Social Considerations

1. Impact on individual neighborhoods, i.e. issues such as splitting neighborhoods into different school boundaries.
2. Impact on feeder systems, i.e. issues such as splitting feeders where students from the same elementary school would go to two or more different middle schools or high schools.
3. Level of student body diversity (i.e. socio-economic) in both new and existing schools.

Transportation Considerations

1. Student travel time on buses.
2. Student walking distance within an attendance area.
3. Student crossings of arterial streets and interface with other potential safety hazards.
4. Transportation costs.

Administrative Considerations

1. Frequency of boundary changes and associated disruptions for the areas and individuals being affected.
2. Stable growth patterns versus conditions of variable, unstable population change in the areas being considered for boundary changes.
3. Short-term versus long-term implementation and effectiveness.
4. The frequency of boundary changes on specific geographic areas and total number of students impacted by the changes.

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