



Guiding Principles



When contemplating boundary adjustments, the Task Force will use an equity focus as they consider the following factors:

- Allow adequate room for required programs and anticipated growth within each school's capacity and throughout the District

With a district-wide perspective, consider growth trends and enrollment projections to ensure that 2027 enrollment at each school falls between 75% and 105% of post-bond school capacity, and the attendance feeder systems are balanced.

- Ensure access to equitable educational opportunities

Consider closeness of schools at each level to the attendance area served during school days, evenings, weekend events and parent conferences. Consider minimizing the crossing of physical barriers, such as rivers, highways, airport, etc. that could hinder access to the school from the attendance area it serves.

- Ensure safety to and from school

Consider school walk zone areas that avoid, as much as possible, potential hazards in the pedestrian and bicycle transportation routes such as road and railroad crossings and minimize a need for hazard mitigation, such as additional crossing guards, crosswalks, traffic lights, etc. Consider the age groups being served by the school and consider transportation implications.

- Provide continuity in school assignments for students, families, and schools

Consider feeder system impacts and percent of population in split feeders to minimize the disruption to existing feeder systems. Consider how changes will affect students currently attending a particular school, especially those

students who would be in 4th and 5th grade, 8th grade, 11th grade and 12th grade during the first year when the changes become effective.

- ❑ Ensure affected community members are involved in the process and represent ethnic and socioeconomic diversity

Consider socio-economic and demographic impacts and how the impacts affect underserved, diverse or marginalized students and families.

- ❑ Consider the impact to established neighborhoods

Consider existing neighborhood identity with particular schools. Consider boundaries that minimize the impact on the school population and neighborhoods affected by changes of school assignment or changes of school feeder system.