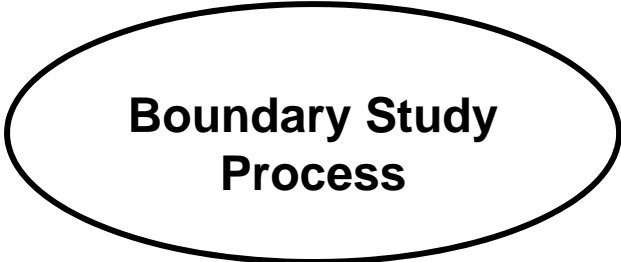


Long-range Educational Facilities Planning Policy (FAA)
Long-range Educational Facilities Planning Regulation (FAA-RA)
Board of Education Authorization and Scope of Study
Description of Boundary Study Process

GUIDES



- INPUT**
- Boundary Advisory Committee Criteria
 - Study Zone Geography and Enrollment Data
 - Option Evaluations
 - PTA Position Papers
 - BOE Public Hearings
 - Superintendent/Executive Staff Review
 - Community Feedback
 - Correspondence

- OUTPUT**
- Boundary Advisory Committee Report
 - Superintendent's Recommendation Paper
 - BOE Action

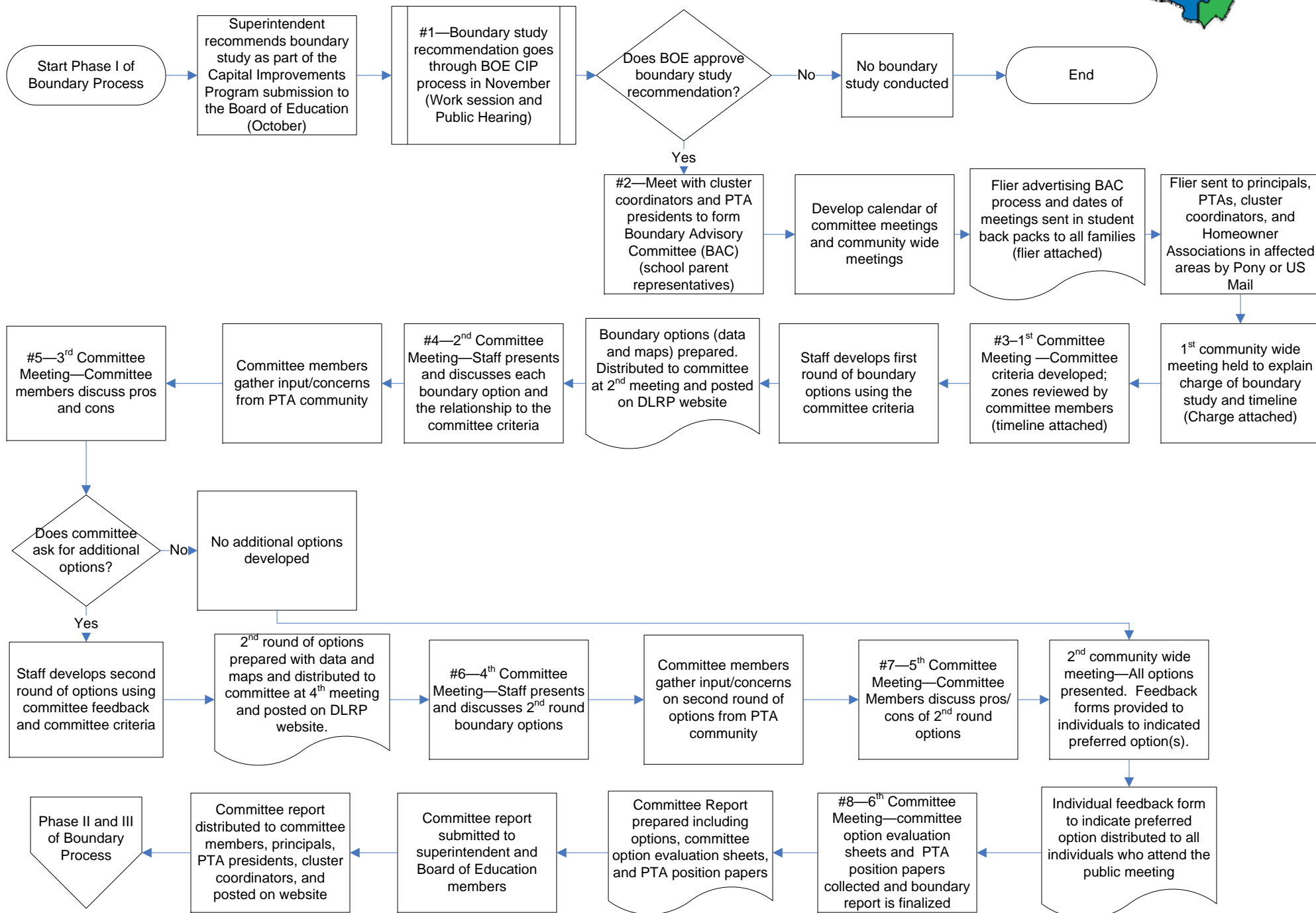
ENABLERS

Division of Long-range Planning Staff
Parent Teacher Associations (PTA)
Associate Superintendents
Superintendent
Board of Education

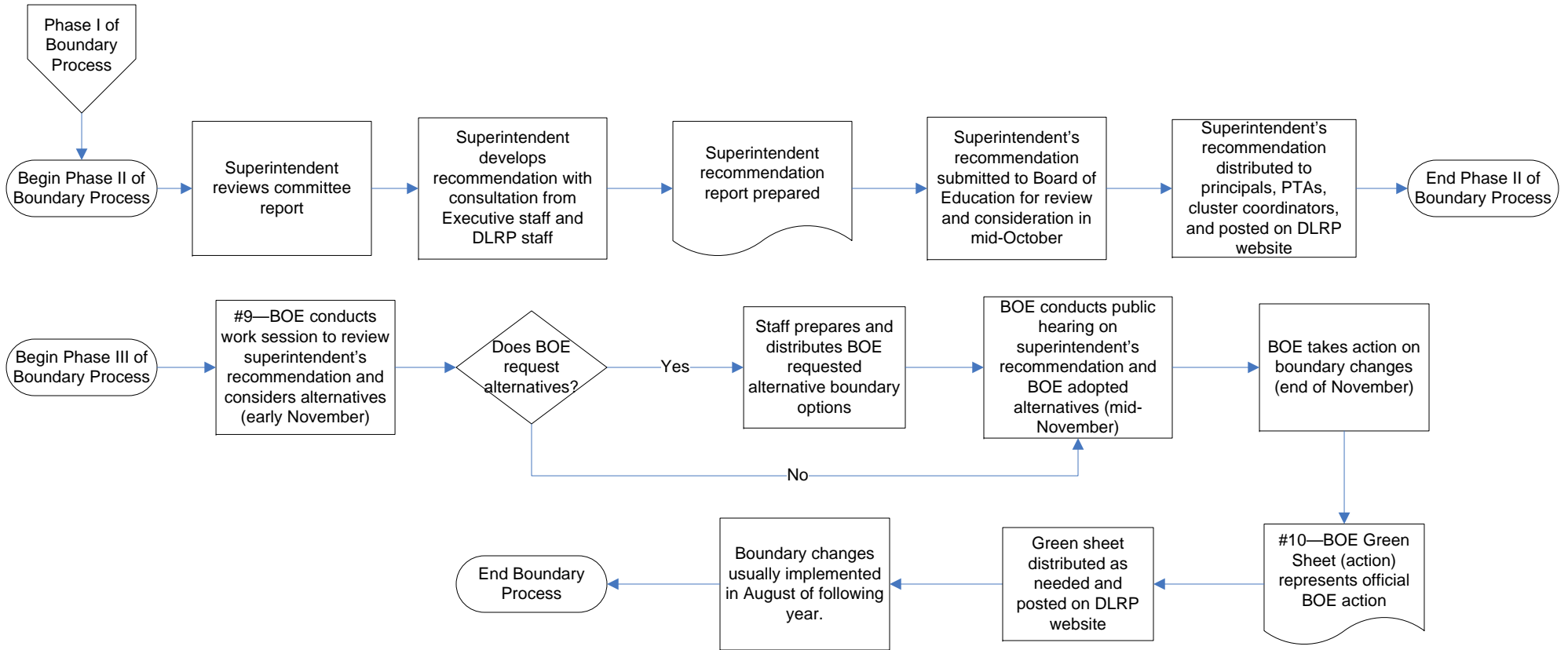


DLRP Boundary Study Process—Phase I

(See Attached Description)



DLRP Boundary Study Process—Phase II and III



Boundary Study Process

Step	Activity
#1	After the superintendent recommends a boundary study to reassign students to a different school or with the opening of a new school, the Board of Education holds a work session as part of the Capital Improvements Program (CIP) where staff presents the need for the boundary study and scope of the boundary study. A public hearing provides the community an opportunity to provide comments concerning the possible boundary study.
#2	If the Board approves the boundary study, DLRP staff meets with the cluster coordinators and PTA representatives to form the Boundary Advisory Committee. Two to three parent representatives from each of the schools identified in the scope of the study usually serve on the committee along with the cluster coordinators.
#3	Meeting #1—Ground rules are established, committee member roles and staff member roles are clearly defined, an explanation of the process and timeline for meetings is discussed, and data on enrollment trends and facility utilization is provided. DLRP staff facilitates a discussion of the criteria that are important to committee members in redrawing school boundaries. The committee criteria are used by staff in developing boundary options and by the committee in evaluating boundary options. The committee also reviews a map showing staff-proposed zones used for the development of options.
#4	Meeting #2—DLRP staff presents the first round of boundary options and discusses how each option addresses the committee criteria. Three to five options are usually presented at this meeting. Following the second committee meeting, representatives are urged to conduct PTA meetings to solicit feedback on the pros and cons of the first round of boundary options.
#5	Meeting #3— DLRP staff facilitates a discussion on the first round of boundary options by asking committee members to discuss the pros and cons for the options in terms of how well each option addresses the committee criteria. At the close of the discussion, the committee is asked whether it believes a second round of options is needed to better address committee criteria. A maximum of ten options may be developed throughout the process. If no second round of boundary options is requested, then meetings four and five may be cancelled.
#6	Meeting #4— DLRP staff presents the second round of options in the same manner as the first round of boundary options. At the close of the meeting, committee members are urged to seek community input on the second round, as they did on the first round, and be prepared at the next meeting to discuss pros and cons of each option.
#7	Meeting #5— If a second round of options has been developed, committee members repeat the process of presenting pros and cons as was done for the third meeting.

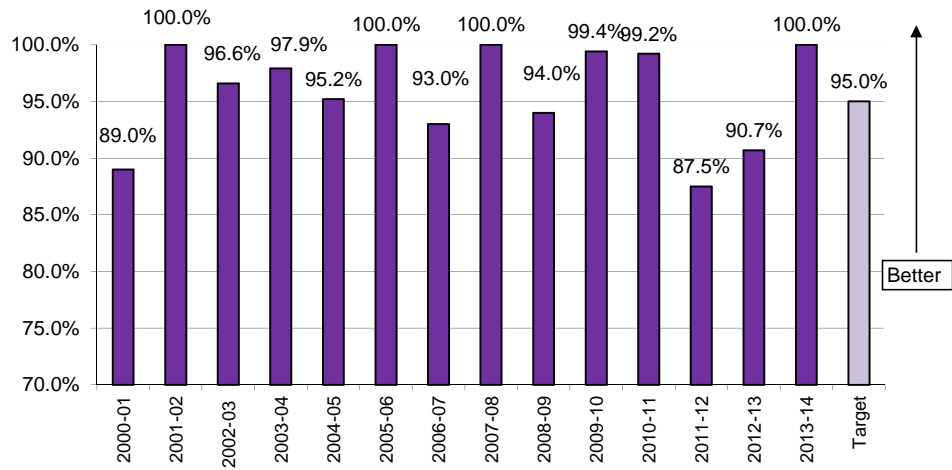
#8	Meeting #6—A draft committee report is prepared by the DLRP staff to present a neutral discussion of the committee process and concerns raised by the committee members. At this meeting, the committee report is finalized and member evaluation forms for all options are collected. In addition to committee evaluation of options, school PTAs may submit position papers for inclusion in the report.
#9	Board of Education conducts work session in early November on superintendent's recommended boundary option. The Board of Education members may request that alternatives to the superintendent's recommendation be developed for consideration by the public. An alternative to the superintendent's recommendation must be voted on by a majority of the members of the Board.
#10	The Board of Education green sheet is the official document that describes the boundary changes that will take place and implementation schedule.

Division of Long-range Planning

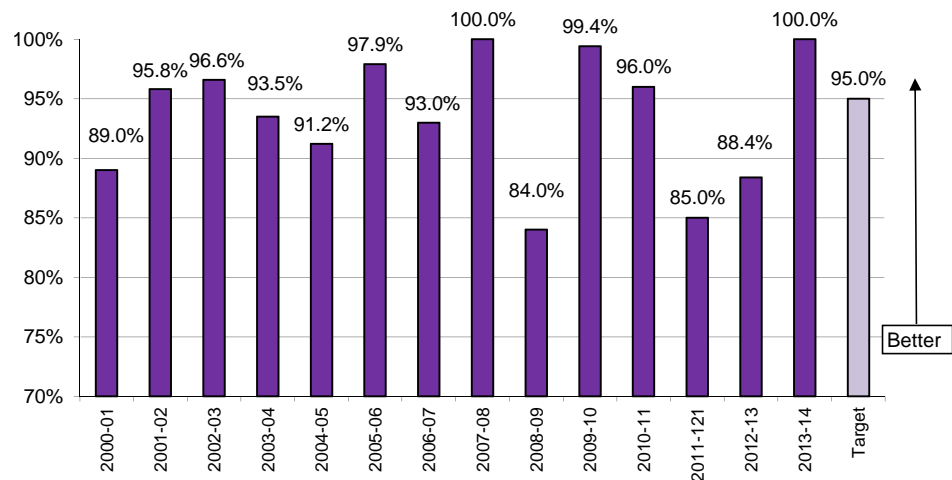
Customer Focus Performance Measures

March 31, 2014

Percent of Participants in Community Involvement Processes Satisfied with Opportunity to Participate



Percent of Participants in Community Involvement Processes Satisfied Their Ideas Were Represented and Thoughts Respected



Percent of Participants in Community Involvement Processes Who Feel the Process Worked Well in Surfacing Community Viewpoints

