



Standard Operating  
Procedures  
School Attendance  
Areas Handbook

APPROVED: April 22, 2024

# School Attendance Areas Handbook

## Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

**Date of Superintendent Approval:** 4.22.24 

**Version Number: (i.e. "2024.1")** 2024.1

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
FC(Local)	School Attendance Areas	*
CT(Local)	Facilities Planning	*
FDA(Local)	Admissions – Interdistrict Transfers	*
FDB(Local)	Admission – Intradistrict Transfers and Classroom Assignments	*

\* The above listed policies relate to areas that impact attendance boundaries. This handbook most directly connects to policy FC(Local).

# Table of Contents

Policy Cross Reference Sheet.....2

INTRODUCTION.....4

ENROLLMENT MANAGEMENT .....5

ANNUAL ENROLLMENT REPORT .....7

ALTERNATIVE STUDENT ENROLLMENT .....8

ATTENDANCE BOUNDARY DESIGN .....14

ATTENDANCE BOUNDARY INITIATION .....18

ATTENDANCE BOUNDARY CHANGE PROCESS .....20

DECISION PRINCIPLES.....23

SCHOOL BOUNDARY ADVISORY COMMITTEE .....24

PUBLIC FEEDBACK OPPORTUNITIES.....29

EQUAL OPPORTUNITY .....30

IMPLEMENTATION.....31

# INTRODUCTION

## Overview

The school attendance boundary change process requires a collective approach involving the Board of Trustees, Fort Bend ISD Administration, District demographer, District boundary planner, School Boundary Advisory Committee, and the community.

This handbook outlines the attendance boundary procedures in alignment with Board Policy [FC \(Local\)](#). The procedures detail the following areas for school boundaries: Annual Enrollment Report, attendance boundary design, School Boundary Advisory Committee (SBAC), attendance boundary change process, definitions, equal opportunity, decision principles, and implementation of a boundary change.



Per FC(Local), in cases of emergency, as determined by the Board, boundary changes may be adopted upon recommendation of the Superintendent without involving the process established by policy. The District will take necessary actions to ensure that students and staff attend facilities that are safe for occupancy.

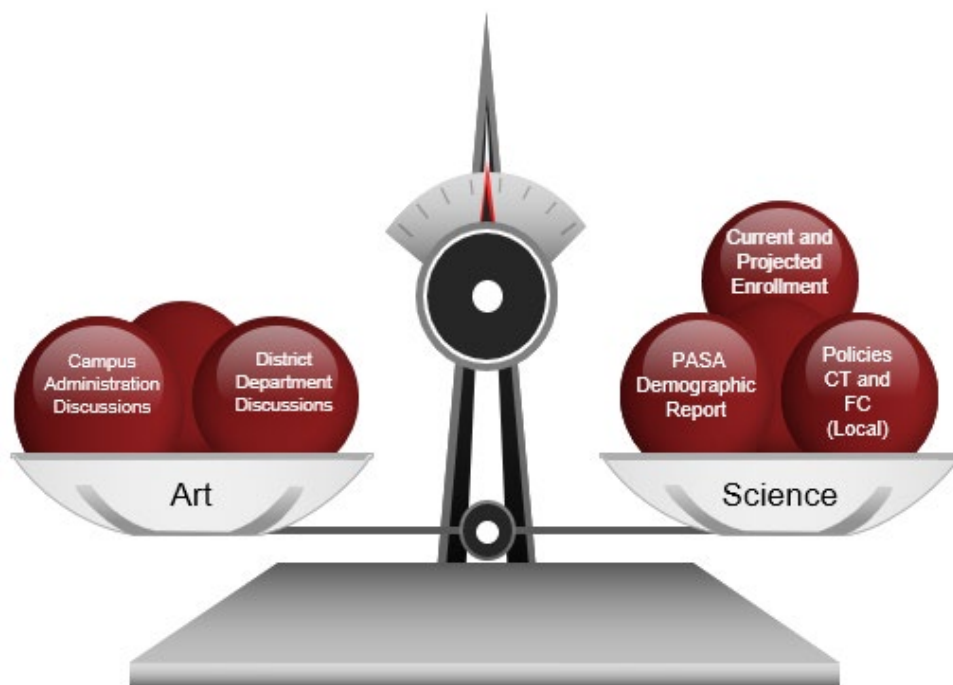
# ENROLLMENT MANAGEMENT

Enrollment management is an ongoing review that studies facility utilization and capacity data with past trends and projections to plan for the most appropriate short-term and long-term enrollment management strategies that consider campus needs to maintain that students are receiving a high-quality education while maintaining fiscal responsibility. Enrollment management is both an art and a science.

The art in this process is in providing the campuses a voice through collaborative discussions with the Department of School Leadership and multiple District departments to understand unique campus needs that may not be reflected in the numbers. Engagement with the campus principal is critical in arriving at the most appropriate recommendation of enrollment strategy. Other departments and topics to consider for the collaborative discussions are including, but not limited to:

- Design and Construction: Capacities and conditions of facilities
- Bilingual: Program locations and capacities
- Pre-K: Program locations and capacities
- Student Information Systems: Report data
- Student Affairs: Transfers
- Transportation: Financial implications
- Business and Finance: Staffing/financial implications

The science is assessing projected student enrollment in conjunction with the current student enrollment and projected building utilization at each campus; all of which is detailed in the District [Demographic Report](#).



Local policies such as [CT \(Local\): Facilities Planning](#) and [FC \(Local\): School Attendance Areas](#) also help guide this work.

District Administration and campus staff will review student enrollment data, updated enrollment projections, current campus utilization, an analysis of current zoned enrollment, current academic program enrollment, campus design capacity, student transportation information, demographic composition of each campus, and relevant student achievement data. Multiple departments are involved in the review and lead various actions outlined in the table below.

Department	Action
Design and Construction	Review building design and functional capacity of each building to determine current campus utilization.
Student Information Systems	Query and provide student enrollment data.
District Demographer	Update enrollment projections.
District Boundary Planner	Review updated enrollment projections and analyze current zoned enrollment to develop boundaries and or adjustments when necessary.
Collaborative Communities	Review updated enrollment projections, support District Boundary Planner, and coordinate departments in listed actions.
Department of School Leadership, Chief Academic Office	Examine current academic program enrollment.
Transportation	Analyze student transportation information.
Business and Finance	Determine staffing needs based on enrollment projections.
All departments	Consider measures to ensure student equity and safety.

# ANNUAL ENROLLMENT REPORT

Administration will develop, update, and provide the Annual Enrollment Report to the Board by a memorandum update and/or presentation during a Board meeting.

Its purpose is to report to the Board an annual, uniform process for the District to ensure that equitable and adequate educational opportunities are available for all students throughout the District and to target efficient utilization of District facilities.

The report will include but not be limited to the following:

- Update on enrollment strategies
- Status of transfers (i.e., Special Circumstance Transfers)
- Portable classrooms
- List of campuses projected to approach 100% utilization and utilization percentages with the use of portables
- List of campuses projected to have utilization under 80%
- Long-range planning (i.e., future recommendation(s) regarding whether each school can remain at status quo)
- Alternative student enrollment options, if needed
- Changes on facility usage and program locations, if needed

# ALTERNATIVE STUDENT ENROLLMENT

Adjusting attendance boundaries is a process in which time and effort is not always afforded; therefore, alternative student enrollment options are often considered in cases when a campus is at capacity or over-capacity including, but not limited to:

- [Student Transfers](#)
- [Locating or Relocating Programs](#)
- [Utilizing Portable Classrooms](#)
- [Capping Enrollment at a School](#)

**Note: The Board will be notified by the Superintendent when any alternative student enrollment option is being considered before communication is provided to the students, parents, and community or school impacted.**

## **Student Transfers**

Actions related to limiting or encouraging student transfers must align with [FDA \(Local\)](#) and [FDB \(Local\)](#). A campus that is projected to be over-capacity will be closed to student transfers. Student transfer efforts are led by the [Department of Student Affairs](#) and **all inquiries** should be directed to this department; however, the following is helpful information to assist in answering general inquiries and in drafting communication during the implementation phase of a boundary change.

**Note: Pre-K: Transfers are not permitted. Students must qualify for enrollment in a Pre-K program. If the student's zoned Pre-K program reaches capacity, an overflow campus will be designated.**

### Types of Transfers

#### **One-Time Option**

Per Policy FC(Local), below are exceptions to the required rule of students attending school in the attendance zone in which the student resides.

One-Time Option (OTO) intradistrict student transfers are offered to 5<sup>th</sup> and 8<sup>th</sup> graders or high school students, with at least sophomore status or higher, who have moved to a new residence within District boundaries. Siblings that are not in 5<sup>th</sup>, 8<sup>th</sup>, or 10<sup>th</sup>-12<sup>th</sup> grade or students impacted by boundary changes are ineligible to apply for an OTO. The OTO allows the student to remain on their current campus for the duration of their 5<sup>th</sup> or 8<sup>th</sup> grade school year or the duration of their high school career. Students in the 12<sup>th</sup> grade that have moved outside of District boundaries may still be eligible for OTO.

**Note: In the case of OTO request(s) from a boundary change impact must be submitted during the appointed intradistrict transfer period in accordance with the student transfer process.**

The following scenarios require an OTO request:

- A student who is entering kindergarten–grade 9 will be reassigned to the new attendance boundary to attend the grade level he or she is entering; however, students entering grades 5 or 8 are eligible for an intradistrict transfer to remain at their current campus but will not be eligible for District-provided transportation. This provision does not apply to their siblings as they must attend the newly zoned campus.
- New high schools generally open without grade 11 and/or grade 12; therefore, students in grades 11 and/or grade 12 would remain at their former schools. Transportation will be provided for eligible students.

**Note: Younger siblings who may be entering grade 9 will be required to attend newly zoned attendance**



### **boundary.**

- If a high school attendance boundary is adjusted, a student who is entering grades 10, 11, or 12 is eligible for an intradistrict transfer to remain at his or her current campus until the student graduates but will not be eligible for District-provided transportation.
- Students affected by a previous boundary change while attending the same level (elementary, middle, or high) are eligible for an intradistrict transfer, but will not be eligible for District-provided transportation.
- Students affected by previous boundary changes, who attended different schools due to three or more boundary changes, may remain at their existing campus, but will not be eligible for District-provided transportation.
  - For example, a student who was rezoned in first grade, again in fourth grade when a new school opened, and once again in seventh grade due to the opening of a new middle school, would not be required to move schools again should there be a boundary change impacting the student in the future.

### **Change of Address Transfer**

Change of Address transfers (CAT) are offered to parents/guardians of any student currently enrolled in the District or a student 18 years of age or older currently enrolled in the District, who have moved to a new residence within the District after the start of the new school year and are not eligible for a One-Time Option (OTO) transfer. CATs allow students to remain on their campus for one semester unless the student is in the 12<sup>th</sup> grade. This application is submitted to the campus, reviewed, and signed by the campus principal. The signed form is then sent to the [Department of Student Affairs](#) for approval or denial.

- For example, a student completes a CAT in November, the student will be allowed to remain until the end of December, when the semester concludes. In January, the student would transition to the newly zoned campus. The transition to the new school will be determined by the timing of the CAT.

### **Intended Residence**

Intended Residence forms are offered to parents/guardians of any student currently enrolled in the District who are moving within District boundaries or living outside of the District boundaries but who are planning to relocate within the District boundaries and want to enroll in the campus of their intended residence.

- For example, a family is building a house in a different attendance boundary within the District. As long as the family will move into the property within the semester of enrollment, the student can complete an intended residence form and able to start school in the attendance boundary where the house is being built (i.e., If Intent to Reside is completed in November, the family should move in by December). Transportation is not provided for Intended Residence transfers.

### **Special Circumstance Transfer**

Special Circumstance Transfers (SCT) are offered to parents/guardians of any student currently enrolled in the District or a student 18 years of age or older currently enrolled in the District. Transfer campuses available for SCTs are based on space availability and excludes campuses designated as closed due to projected campus utilization. Transportation is not provided for SCTs.

Parents/guardians or students 17 years of age or older may request a SCT based on the following:

- The student has a serious medical/mental/psychological health condition, documented by appropriate medical personnel, and the documentation indicates the student's needs cannot be met at the student's home campus. *Transfer decisions will be delayed until documents are received.*
- A student is a victim of a documented physical assault and the student committing the assault is enrolled at the victim's home campus.

- A student is a victim of documented bullying and/or cyberbullying which has been verified by the home campus.
- Other circumstances: Parent or guardian may designate “other” on the SCT form if the reason for the request is not medical, physical assault, or bullying.

### **Employee Student Transfers**

Employee Student Transfers (ESTs) are offered to current full-time, benefits eligible employees. New and current full-time employees may request a transfer for their student to attend school at their worksite or another District campus. Transportation is not provided for ESTs.

### **Locating or Relocating Programs**

During a boundary change process, locating or relocating programs to or from a current school is another option that may be recommended by Administration to address campus utilization and capacity. Administration will use the annual review of current academic program enrollment data to monitor delivery of equitable access to programs that meet diverse student needs.

The collaboration of various District departments is required for the process of locating or relocating programs to or from a current school to ensure success. It is beneficial for the lead department of the program(s) to understand the phases involved for a successful transition.

Plan	Decision	Implementation
<ul style="list-style-type: none"> <li>• Review/identify program size, both in terms of students impacted and staff required, including special education teachers.</li> <li>• Contact Collaborative Communities to review school capacity/utilization, unique and fixed resources.</li> <li>• Develop budget and identify funding source with consideration of Federal and State grants or funding impact.</li> <li>• Review/identify any unique circumstances that would cause difficulties with or prohibit program location/relocation.</li> <li>• Obtain a list of required specialized resources.</li> <li>• Ensure alignment with bond/building projects and determine the impact on buildings.</li> <li>• Examine existing and needed technology infrastructure.</li> <li>• Determine/review the accountability impact of locating or relocating a program.</li> <li>• Determine/define if impact to student information system and setup/change of program.</li> <li>• Determine/define if impact to management of staff and any downstream impact of these data changes.</li> <li>• Engage community to inquire with parents about potential program move.</li> <li>• Review certification requirements for program changes.</li> <li>• Review transfer procedures/process.</li> <li>• Consider potential impact for Extended Day/Child Nutrition staff.</li> <li>• Review transportation impact and recommend actions to achieve District goals.</li> <li>• Evaluate impact on other District programs, such as athletics, fine arts, academies, etc.</li> <li>• Collaborate with Communications to draft a communication plan to inform parents and community of the changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with the FBISD Board of Trustees through a memo. <b>This must be done before communication is provided to the community.</b></li> <li>• Communication from the Superintendent to all key stakeholders articulating the rationale regarding program location/relocation.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemble Implementation team, including a representative from all Administration Departments and coordinate meetings.</li> <li>• Provide Board memos to keep the Board updated on the implementation process.</li> <li>• Collaborate with the Departments of Student Affairs, Communications to provide a news release to internal and external stakeholders.</li> <li>• Department of School Leadership to provide a timeline of relocation of teachers and communication with impacted parties.</li> <li>• Communicate staffing changes to principals and impacted staff, final decision and timing to the impacted departments, and extracurricular timelines.</li> <li>• Collaborate with Transportation.</li> <li>• Removal/delivery of physical resources and/or portable classrooms at a school.</li> <li>• Complete any potential building modifications.</li> <li>• Ensure implementation of the School Locator tool and implement updated bus routes.</li> <li>• Inventory review of resources and determine what will be divided between campuses and what needs to be purchased.</li> <li>• Identify internal departments, communicate, and evaluate regarding how funds will be identified should a need arise to purchase resources because of program changes.</li> <li>• Communicate with facilities regarding items that need to be moved or placed in secure storage.</li> <li>• Review/move/order instructional resources (i.e., textbooks), furniture, technology, as needed.</li> <li>• Update student records in Student Information System and transfer physical records.</li> </ul>

**Note: In all cases of capital expenditures, funding sources must be identified before final decisions can be made.**

## Utilizing Portable Classrooms

The decision to utilize portable classrooms includes monitoring building utilization data with consideration for campus growth and program changes.

Annually, the Design and Construction Department leads this effort and will analyze data to provide a foundation for identifying which campuses are experiencing growth through either increased enrollment projections or academic programs. This serves as a needs assessment to determine if utilizing portable classrooms at a school is the best option to accommodate campus programs and District growth. The Departments of Design & Construction, Operations, Business and Finance, School Leadership, and Collaborative Communities will then further evaluate the need for utilizing or moving portable classrooms at a school. This process includes, but is not limited to, the following actions by staff:

- Review and analyze annual enrollment data and future growth projections to determine if utilizing portable classrooms at a school would allow for efficient use of current facilities to meet student needs.
- Examination of the school site by the Design & Construction Department assigned project manager in collaboration with the campus principal to determine if there is adequate land for portable classroom installation and if current portables (if any) are being used properly.
- Develop a budget and identify a funding source(s), if the decision to implement portable classrooms moves forward.
- Verification of portable classroom permits by the Design & Construction Department assigned project manager with municipalities and HOAs.

Implementing use of portable classrooms on an interim basis allows the District to assess building utilization and monitor future enrollment growth projections before constructing an addition to a school or new buildings. **The process of utilizing portable classrooms at a school provides time for the District to allow for effective planning and implementation.** The goal of this process is to examine how the District can implement building utilization best practices while considering programs, school attendance boundaries, and student safety.

Guiding questions in this step include:

- Can programs at existing campuses be consolidated at an alternative campus so that portable classrooms are not required?
- Would portable classrooms serve as the best solution to increase campus utilization?
- Do municipalities/HOAs have restrictions as to where portable classrooms can/cannot be installed?
- Does the use of portable classrooms meet code and program regulations?
- What are the IT implications? Do they prohibit the ability to move forward?
- What are the budgetary implications?

***Note: The Superintendent will notify the Board when this alternative student enrollment option is being considered. The Board will be notified before communication is provided to the community or school impacted.***

The Board will consider action/approval for the cost of moving portable classrooms as an agenda item due to the cost of moving and/or renting a portable classroom. If approved, the Facilities and Operations Department may then move forward with securing the appropriate permits and coordinate installation of portable classrooms to the necessary locations.

## **Capping Enrollment at a School**

The capping of enrollment at a campus is based upon the review of enrollment projections, building utilization and demographic projection data to determine if a campus is projected to exceed building capacity. The objective is to provide students with equitable access to educational opportunities and programs while ensuring student safety and not operating campuses beyond a functional capacity.

If a campus is projected to exceed [efficient utilization](#), potential solutions will be assessed including:

- An assessment of the building functionality and how space is utilized (led by the Department of School Leadership) with campus principals to consider adjusting space usage, as feasible, to increase classroom space (i.e., repurpose the teacher's lounge into a classroom).
- Administration will follow the procedures to decide if portable classrooms at a school is a viable option to increase building utilization [See [Utilizing Portable Classrooms.](#)] This option would allow students to remain at their zoned campus.

***Involved departments:*** *School Leadership, Transportation, and Collaborative Communities*

If the above solutions are not viable options, the involved departments will review enrollment and capacity at surrounding schools for consideration of an overflow campus of a capped enrollment campus. Campuses within the nearest proximity to the over-utilized campus will be considered first to mitigate transportation constraints. If space is available at a surrounding school, Administration will develop current and long-range overflow and capping options for students to attend the receiving campus.

***Involved departments:*** *Collaborative Communities, School Leadership, Facilities, Operations, Design & Construction, Student Affairs, Transportation, Business and Finance, Human Resources, and Student Information Systems*

A plan will then be developed by an implementation team with representatives from the involved departments above. The plan will outline facility impact, staffing, technology, program, and resource needs, as well as budget implications, transportation plans, and how the overflow will be implemented. The finalized plan is then presented to the Executive team ("E-team") for their review and approval.

***Note: The Board will be notified before communication is provided to the community or the school impacted. Staff then communicates the cap and overflow plan to the community and school(s) impacted.***

If such is implemented, Collaborative Communities will lead the development of a Frequently Asked Questions page on the [Boundaries Planning webpage](#).

# ATTENDANCE BOUNDARY DESIGN

Attendance boundaries define a geographic zone for school campuses. This geographic zone includes the residences contained within those borders in which students are eligible to attend a designated school based on their home address. To address the current and future growth needs of this District, administration collaborates with Demographer and Boundary Planner consultants that are approved by the Board of Trustees. A School Boundary Advisory Committee (SBAC) is also key in this process to provide advisory input for the Board.

## Demographer

The Demographer consultant performs a Demographic Study which includes an analysis of current student locations, potential growth based on new housing, trends occurring in student relocation patterns throughout the District, and socioeconomic factors relevant to the greater District area. This study informs the District for consideration of the community’s future growth including changes in workforce, major employers in the area, economic development, new housing construction, projects in the real estate market, unemployment rates, and staffing for the next year.

### Demographic Services Scope of Work

<b>Background Data</b>	Create and maintain GIS map database to include specified data layers.
	Gather background data on economic development, major employers and changes in workforce, unemployment rates, recent real estate market performance, recent new housing construction, etc.
<b>Projections</b>	Student population by grade (PK-12) and campus.
	New housing for each subdivision, apartment, and large undeveloped parcel.
	Review of current and future land development (single and multi-family), future city zoning and annexation.
	Campus capacity analysis.
	Provide information on the impact of students that are being lost to virtual, charter, homeschool, and private schools
	Estimate number of students per grade per school for one year forward accounting for transfers, special programs, and school-specific characteristics.
<b>Student Number</b>	Geo-code student to current residence.
	Assimilate demographic characteristics (ethnicity, bilingual, early childhood, special education, gifted, socio-economic, etc.)
	Provide ratio of students per household for all apartment buildings and major master planned community.
	Relate 10-year student population projections to school capacities.

Annually, Collaborative Communities will lead the effort in providing the Demographer with any data required for their study.

<b>Data:</b>	<b>Provided by:</b>
District facilities capacity information	Design and Construction
District enrollment and student address files	Student Information Systems
Overflow policies	Collaborative Communities
Pre-K program feeders	Department of School Leadership/Early Childhood
Bilingual program feeders	Multilingual Programs

The process for work with the Demographer will be as follows:

1. The Demographer will complete their study and provide preliminary projections to the District for review. Collaborative Communities will serve as the lead point of contact between the Demographer and the District.
2. The projections will be distributed by Collaborative Communities to the Deputy Superintendent, Departments of School Leadership (including Early Childhood leadership), Student Affairs, Design and Construction, Transportation, Teaching & Learning (specifically Multilingual Department), and Business and Finance for first review. Individual campus projections will be shared with campus principals. This provides an opportunity for individuals who will experience direct impact of the projected growth to provide feedback, ask questions and/or share concerns with the Demographer.
3. If District Leadership, specifically Business and Finance, requests a meeting with the Demographer for better understanding of the projections, Collaborative Communities will schedule a virtual meeting between the Demographer and District leaders.
4. Collaborative Communities collects all inquiries and concerns from above staff and sends the relevant feedback to the Demographer. Inquiries that pertain to internal matters will be forwarded to the appropriate department.
5. The Demographer will review feedback and make needed adjustments to provide the District with final one-year projections and District 10-year projections. Collaborative Communities will schedule a presentation of the Demographic Study update to the Board (typically occurs in January/February).

### **Boundary Planner**

The Boundary Planner consultant provides subject matter guidance on engaging the community through the process of attendance boundary changes.

Boundary Planner Scope of Work

<b>Plan</b>	<ul style="list-style-type: none"> <li>Facilitate planning session(s) with the District to ensure clear understanding of expectations and process.</li> <li>Roles and responsibilities will be established to ensure smooth implementation of tasks and execution of the project.</li> </ul>
<b>Recommendations</b>	<ul style="list-style-type: none"> <li>Review and analyze school enrollment projections, population trends, and forecasted demographics for the next ten years. Conduct comprehensive assessment and programmatic analysis to meet the district’s short- and long- range facility planning needs.</li> <li>Future attendance zones.</li> <li>Future campus sites and/or current facility expansion.</li> <li>Campus consolidations with rebuild on existing and/or new builds.</li> <li>Prepare a report (as needed/requested) with identified priorities for building use, consolidation, rezoning, and/or need for new schools, rebuilds, or additions.</li> <li>Prepare at least (3) alternative plans for facility utilization with timelines:             <ul style="list-style-type: none"> <li>Examine the implications of the (3) alternative plans on academic achievement, budget, demographics, infrastructure, facilities, sustainability, and transportation, as well as impact on students and families.</li> </ul> </li> </ul>
<b>Collect and Analyze Data</b>	<ul style="list-style-type: none"> <li>Prepare, manage and execute surveys/feedback platforms designed to capture necessary information from relevant stakeholders to guide the work of the District.</li> <li>Review, assess, and summarize all pertinent data including District demographer’s 10-year enrollment projections, District’s programs, and services, as well as financial and budget information.</li> </ul>
<b>GIS Mapping</b>	<p>Data to be incorporated into the Geographic Information System (GIS) may include, but not limited to:</p> <ul style="list-style-type: none"> <li>School locations (including charter and private schools)</li> <li>Student locations</li> <li>Grade level and school attending</li> <li>Programming such as academies, Bilingual, Pre-K, etc.</li> <li>Current and proposed attendance boundaries</li> <li>Demographics such as race, gender, free/reduced lunch</li> <li>Housing developments</li> </ul>
<b>GIS Services</b>	<ul style="list-style-type: none"> <li>Create option maps for community input</li> <li>Update existing GIS database from any prior planning processes</li> <li>Update boundary maps</li> <li>Create online attendance map for parent use following approval of boundary changes</li> <li>Geocoding current student database</li> <li>Provide adopted boundary maps and physical descriptions</li> <li>Develop feeder pattern framework and options in alignment with Board policy</li> </ul>
<b>Engage with Community</b>	<ul style="list-style-type: none"> <li>Prepare and coordinate community meetings/public feedback opportunities</li> <li>Lead and facilitate community engagement activities/meetings with guidance and support from District leadership</li> </ul>

The Boundary Planner will work with, guide, and advise the Board and executive leadership during the boundary change process. Collaborative Communities will serve as the lead point of contact between the Boundary Planner and the District and will coordinate any related scope of work.



## **School Boundary Advisory Committee**

Collaborative Communities will utilize the [Central Application Platform](#) to obtain two (2) individuals representing parents and/or community members from each high school feeder pattern; one representing the elementary level and one representing the secondary level (middle school or high school).

An alternate member from each feeder pattern will also be selected. When an attendance boundary change cycle is initiated, the alternate member from an impacted attendance boundary will become a standing member of the committee during that cycle only and the impacted boundary will have three (3) total representatives for the planning cycle. See [School Boundary Advisory Committee](#) for further detail.

# ATTENDANCE BOUNDARY INITIATION

The following will initiate an [attendance boundary change process](#) as guided by procedures in this handbook. Each of the following options will require Board action:

- [Adjusting attendance boundaries \(i.e., a need to balance enrollment exists\)](#)
- [Consolidating or closing a school.](#)
- [Constructing a new school.](#)
- It is determined to be in the best interest of students.

## Definitions

**Core:** Refers to the central functions of a school building that supports students (i.e., cafeteria, library, etc.).

**Design Capacity:** The maximum number of students who can be served at an instructional facility at any point in time, adjusted by a utilization factor of 85 percent, excluding portable classrooms on site (i.e., a building with 1,000 maximum student seats would be design capacity of 850 students).

**Utilization Factor:** A numeric multiplier that reduces design capacity to account for program variances and scheduled use of building spaces (i.e., looking at a building with a design capacity of 850 students, if one classroom is used as a computer lab, the utilization would be less than 850 students).

**Efficient Utilization:** Defined as utilization between 80 percent and 100 percent of the school's design capacity (i.e., a building with 1,000 maximum student seats would be a design capacity of 850 students. If that building has an enrollment of 750 students, the building is within the range of efficient utilization).

## Adjusting Attendance Boundaries

As part of the [annual enrollment review](#), Collaborative Communities will lead the efforts to review enrollment projections along with campus design capacity and projected building utilization. Should there be a need to adjust attendance boundaries to balance enrollment, Collaborative Communities will consult with the Boundary Planner and collaborate with internal departments. An adjustment to boundaries will initiate the school [attendance boundary change process](#) with the [School Boundary Advisory Committee \(SBAC\)](#) and requires Board approval.

## Consolidating or Closing a School

Administration examines current or projected under-utilized campuses against District program needs and capacity for program placement.

**Note: Board policy FC (Local) defines the efficient utilization range between 80% to 100% of design capacity.**

For a school that is currently or projected to be under-utilized, the E-team and Superintendent will consider whether the best solution is to consolidate or close a school in efforts to maintain efficient use of facilities. The Administration will assist the E-team, review data, and collect input from stakeholders. Should it be decided to consolidate a school or close a school, Board approval is required.

## Constructing a New School

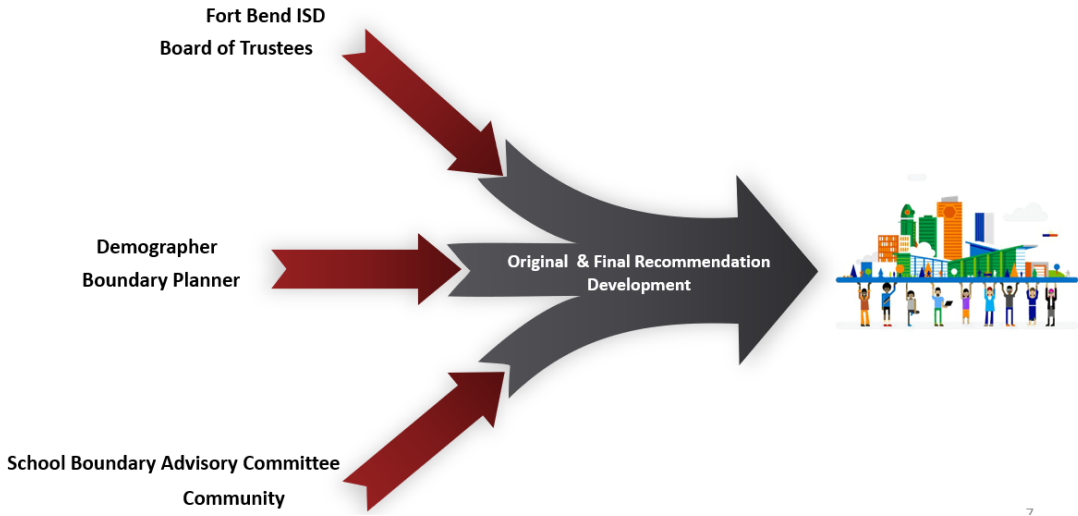
Upon analysis of the annual enrollment review data, the E-team and Superintendent will consider whether the option of constructing a new school is needed. This process includes consulting with the Demographer and Boundary Planner consultants to review enrollment projections and the impact of building a new school to balance enrollment.

If such is decided, the Departments of Operations and Business and Finance will collaborate to determine land available for acquisition. Any recommendations relating to constructing a new school will be considered by the Board for action/approval as an agenda item. After the land has been acquired, the new school will be designed and constructed.

An Activation and Implementation team will collaborate regarding staffing, technology, instructional resources, furniture, special programs, Extended Day, Child Nutrition, transportation, and any other needs. In addition, the school [boundary change process](#) will be initiated.

***Note: In all cases of capital expenditures, funding sources must be identified before final decisions can be made.***

# ATTENDANCE BOUNDARY CHANGE PROCESS



In cases where boundary adjustments are warranted, the primary goal is to implement changes with the least amount of disruption for students and programs for the coming year. The District commitment is to serve with a student-centered approach and operate through a District-wide lens considering the needs and history of the communities impacted and prioritizing all FBISD students.

The following is the process of an attendance boundary change recommendation per Policy FC(Local).

## 1. Develop the Recommendation.

Guided by [Decision Principles](#), Collaborative Communities will collaborate with the Boundary Planner Deputy Superintendent(s), Executive Team, and Superintendent to develop a boundary recommendation.

Collaborative Communities will coordinate meetings and discussions between Administration and the

**Intentions during the process:**

- Understand and accept the unknowns.
- Accept current realities and staffing.
- Think beyond maps on a page.
- Understand the why.
- Work together for better outcomes.
- Consistency in approach.
- Understand the sensitivity of the work and hard decisions.
- Utilize thoughtful and methodical decision-making approaches.

**Logic of the process:**

- Utilize Policy FC (Local) as guiding principles.
- Ensure the least amount of disruption for students.
- Develop strategy that minimizes multiple student moves.
- Consistency in approach.
- Minimize number of exceptions made.
- Understand the sensitivity of the work and hard decisions.
- Utilize thoughtful and methodical decision-making approaches from District-wide lens.
- Focus on student-centered approach.
- Leverage internal and external subject matter experts.

Boundary Planner.

A **Boundary Design Team** will be initiated with staff from internal departments including but not limited to: Collaborative Communities, Deputy Superintendent, Operations, Business and Finance, Human Resources, Design and Construction, Communications, Transportation, Student Information Systems, Department of School Leadership, Department of Student Affairs, and Chief Academic Office. This team will review and provide feedback regarding the boundary recommendation.

**2. Assemble SBAC members for the attendance boundary change cycle.**

Communicate to SBAC members a timeline for the upcoming attendance boundary change and provide a schedule of meetings.

**3. Provide the Original Recommendation to the Board in an update prior to or at the same time as it is presented to the SBAC.**

Once the recommendation (referred to as Original Recommendation) has been developed via collaboration from Collaborative Communities, Boundary Planner, E-team, and Superintendent, the recommendation will be presented to the SBAC and Board of Trustees. The Board will receive notification by Board memo of the Original Recommendation to be kept informed of the process. This will occur at the same time as the SBAC is engaged for input, review, and consideration of the Original Recommendation.

**4. Obtain and engage the SBAC for feedback. This includes each phase of a recommendation: Original, Amended and Final.**

The SBAC will give input to the administration on recommendations being developed for Board consideration. The scope of the committee will be to study the information provided by the Boundary Planner, seek clarification of any questions they may have, and review for alignment of the boundary recommendation with the [Decision Principles](#).

Depending upon the amount of boundary changes being proposed will determine how many meetings will be necessary. The meeting(s) will require the attendance and active participation of each member of the SBAC, including the alternate member(s) from any impacted attendance boundary(s) in the recommendation. Administration will coordinate with the Boundary Planner to facilitate the meetings, provide information, and obtain input used to finalize boundary recommendations for Board action. The administration will advise the SBAC of potential impact of attendance boundary changes on enrollment, demographic data, fine arts programs, specialty programs, athletics, feeder patterns and other requested items.

If the SBAC provides input that requires the recommendation to be amended, additional SBAC meeting(s) will be held for the review of the amended recommendation, and again for the review of the final recommendation before it goes to the Board.

**5. Present the recommendation to the Board including a summary of the SBAC feedback. The SBAC Chairperson will also address the Board to summarize the process and SBAC feedback and/or support of the recommendation. This includes each phase of a recommendation: Original, Amended and Final.**

The Boundary Planner and Administration will present the Original Recommendation(s) of the

attendance boundaries to the Board. As part of the presentation, the SBAC Chairperson will address the Board to summarize the process and provide SBAC's feedback and/or support of the recommendation.

Administration will support the SBAC Chairperson in preparation for addressing the Board.

**6. Obtain the Board's input and process of amendments, if necessary.**

Administration will gather the Board's input from the presentation to the Board and will work with the Boundary Planner to address any concerns.

Based upon Board feedback, administration will engage with the SBAC to process any amendments, if necessary.

**7. Solicit public feedback opportunities to include both virtual and in-person opportunities.**

Administration will work with the Boundary Planner to provide opportunities for both virtual and in-person public feedback. The in-person public feedback opportunity will be conducted at site(s) convenient to the community members affected by the impacted boundary(s).

Administration will advertise both virtual and in-person feedback opportunities through District communication channels.

The Boundary Planner and Administration will consider public comments. If it is decided to amend the recommendation, the SBAC will be engaged for further input.

**8. Any Final Recommendation concerning attendance boundaries will be made to the Board with sufficient time for the Board to act at its regular Board meeting in January, but no later than March, prior to implementation in August of the same year unless otherwise determined by the Board due to unforeseen circumstances.**

Once all feedback is received, the Boundary Planner and Administration will present the final recommendation to the Board. As part of the presentation, the SBAC Chairperson will address the Board to summarize the process and provide SBAC's feedback and/or support of the recommendation.

Administration will support the SBAC Chairperson in preparation for addressing the Board.

***When the Board acts on attendance boundary adjustments, initial communication of changes shall be made by the Board President on behalf of the Board.***

# DECISION PRINCIPLES

Student-centered recommendations that consider the unique needs of the students at each campus will be utilized to design school attendance boundaries.

The recommendations and their rationale will also demonstrate equitable, effective, and efficient use of District facilities. The following principles will be the primary factors explicitly considered in making attendance boundary decisions for recommendation to the Board. The principles are not weighted or listed in priority order.

## **Community Integrity:**

- Safely house students and professional staff; and align student transitions within the District's designated feeder patterns.
- Where feasible and practical, attendance boundaries will support the neighborhood school concept by combining geographically proximate neighborhoods, subdivisions, multi-family dwellings, and developments.
- Where feasible and practical, entire neighborhoods will be assigned to the same school(s). Notably, the size and location of large neighborhoods may require deviation from this principle.
- Where feasible and practical, major thoroughfares, creeks, drainage ditches, utility easements, and similar elements will be utilized as boundaries.
- Where feasible and practical, utilize safe and reasonable walking distances to encourage healthier students and minimize use of and need for student transportation resources.

***Note: Master-planned communities are not considered neighborhoods.***

## **Growth Projections:**

- Efficient use of existing facilities as well as effective and equitable delivery of academic programs, curriculum, and extracurricular opportunities are equally important factors in attendance boundary design. Utilization will be balanced among campuses to:
  - Avoid penalizing schools experiencing growth,
  - Manage overutilization or underutilization, and
  - Minimize long-term reliance on portable classrooms.

## **Program Accommodation/Student Needs:**

- Attention should be given to unique needs of student populations at a given campus that may not be reflected in numbers alone.

## **Frequency of Changes:**

- To the extent possible, design boundaries to withstand time so students in a given area will not be required to change schools because of an attendance boundary change more than once at a given level (elementary, middle school, or high school).

## **Cost Effectiveness:**

- Recommendations will consider financial impact lessening future capital and operational budget costs. The costs of portable classrooms, transportation, additional staffing requirements, and other costs related to attendance boundary options will be considered.

# SCHOOL BOUNDARY ADVISORY COMMITTEE

It takes District leaders, staff, teachers, parents, students, and community members working together as a collaborative community to inspire and equip all students. To this end, Board policy FC (Local) defines and directs the creation of a School Boundary Advisory Committee (SBAC) to give input to the administration on recommendations of boundary changes being developed for Board consideration.

## Membership

The members shall serve with a student-centered approach and operate through a District-wide lens and not from their own interest.

The committee will be composed of two individuals representing parents and/or community members from each high school feeder pattern.

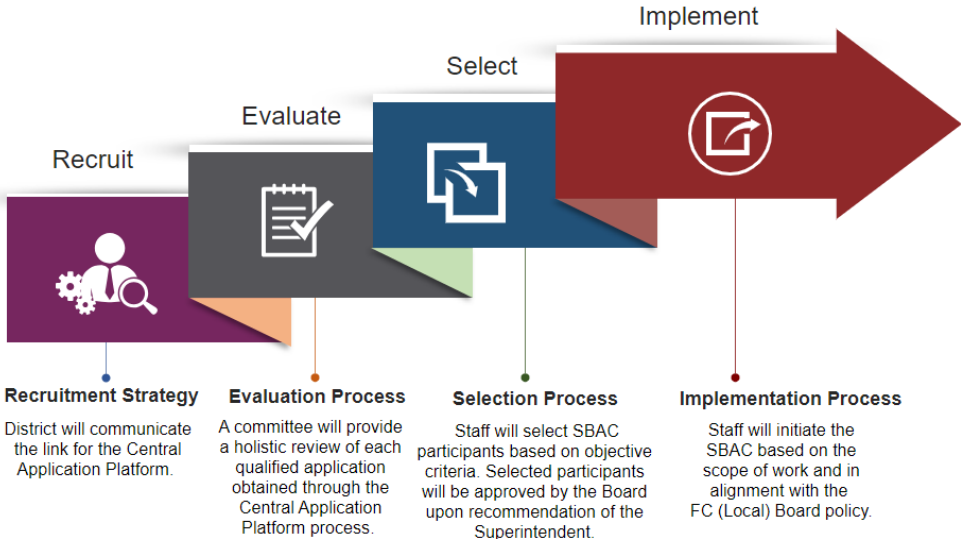
- One representing the elementary level
- One representing the secondary level (middle school or high school)

An alternate member from each feeder patter will also be selected. When an attendance boundary change cycle is initiated, the alternate member from an impacted attendance boundary will become a standing member of the committee during **that cycle only** and the impacted attendance boundary will have three total representatives for the planning cycle.

This handbook addresses:

- An equitable and transparent SBAC [selection](#) process that does not provide preferential treatment for membership
- The length of SBAC membership [terms](#)
- A process for addressing SBAC [vacancies](#)
- A process for [reviewing](#) boundary change recommendations
- Means of soliciting committee [feedback](#)
- Scheduling and frequency of [meetings](#)

## SBAC Selection Process





Collaborative Communities will utilize the Central Application Platform that allows the community to complete one application and submit their interest in participating on a District committee and/or stakeholder engagement opportunity. This application can be found on the [Stakeholder Engagement](#) page of the Collaborative Communities website.

### **Recruitment Strategy**

The goal is to promote an equitable and transparent SBAC selection process that does not provide preferential treatment for membership. The central application process does not have a window that closes, and the community has the opportunity to apply at any time.

Collaborative Communities will work with the Communications Department to promote the application opportunity before the SBAC selection starts.

### **Evaluation Process**

Staff is committed to providing equitable and valuable opportunities for the community to engage with the District. A diverse, cross-functional internal review committee will review and assess each application. Refer to the [Central Application Handbook](#) for further procedures regarding the application process.

Criteria required from the applicant pool for the SBAC:

- Cannot be a District employee (District employees are not eligible for membership per Policy FC(Local))
- Must agree to commitments listed in application
  - Attend scheduled meetings and actively participate;
  - Review information and/or data carefully and thoughtfully;
  - Operate through a District-wide lens with a student-centered approach; and
  - Consider the needs and history of the District and students with objectivity.
- Reside and zoned to represented high school feeder
  - Staff will conduct address verification to ensure each application aligns to the zoned feeder pattern indicated on the application.
- Essay questions with ratings by cross-department evaluation team

### **Selection Process**

A list of applications from the applicant pool will be requested and staff will perform a holistic review of each application to find the appropriate fit of two representatives and an alternate for each high school feeder pattern.

A list of proposed members will be maintained on a SBAC Membership Roster, including their residence location and which feeder pattern and school level they are representing. This list will also include the alternate's information for each feeder pattern. This list will be provided to the Superintendent and the Board for review and approval. **The proposed SBAC Membership Roster must be submitted to the Board for consideration by the Superintendent before proposed committee members will receive an invitation to serve on the SBAC.**

Following approval of the membership roster to the Board, each SBAC member will receive communication from staff to inform them that their name has been approved by the Board. Approved members will be asked to confirm their willingness to attend all meetings and actively participate. If a member declines the invitation to serve, an alternate member will be selected from the most recent applicant pool based upon the objective criteria in alignment with the position's feeder pattern with

consideration of level (elementary, middle, or high school). The alternate member’s name will be provided to the Superintendent and the Board for review and approval before notification of proposed member.

Following approval of SBAC membership by the Board of Trustees, Collaborative Communities will keep the District [website](#) updated with meeting information, summaries, and resources.

**Term**

Members will serve a one-term boundary cycle. A boundary cycle is defined as the duration (including the initiation and implementation) of an attendance boundary change. A typical boundary cycle lasts approximately 3-6 months. At the end of each term, SBAC members will have the option to reapply through the Central Application Platform.

**Vacancy Guidelines**

Vacancies will occur when a member:

- Completes the term of service;
- No longer resides in the attendance boundary from which they were selected (communicated in a letter written by the member to Collaborative Communities);
- Resigns (communicated in a letter written by the member to Collaborative Communities); or
- A member may also be removed if attendance is fewer than half of the scheduled SBAC meetings and utilizing the selected alternates.

When filling a vacancy, the alternate for that feeder pattern that has already been approved by the Board will be contacted and confirm their willingness to be a member. If the alternate is already a member or is not able to participate, the name(s) of alternate members from the applicant pool will be provided to the Superintendent and Board for consideration. The SBAC members must be approved by the Board upon recommendation of the Superintendent. Alternate SBAC members selected to fill a vacancy will receive an update regarding committee work already completed.

**Officers**

At the beginning of an attendance boundary change cycle, the SBAC will elect a Chairperson and a Recording Secretary. Members need to understand the requirements and duties for each office, including attending all SBAC meetings and public feedback opportunities, and the Chairperson is expected to address the Board through the process. Members interested in serving as an officer may self-nominate. Committee members will vote to elect the two officers using a voting ballot. Once elected, members may serve in the officer position for one year.

The infographic consists of two vertical rectangular boxes. The left box is dark red and features a white circular icon with a target symbol at the top. Below the icon, the title 'Chairperson' is written in white. Underneath the title, there are three bullet points in white text. The right box is purple and features a white circular icon with a document symbol at the top. Below the icon, the title 'Recording Secretary' is written in white. Underneath the title, there is one bullet point in white text.

**Chairperson**

- Consult with the administrative liaison to provide input into the development for meeting agendas for the SBAC;
- Attend all SBAC meetings and be present at public hearings held in the community as a part of the attendance boundary process; and
- Address the Board to summarize the SBAC process, involvement, and input into the boundary recommendations.

**Recording Secretary**

- Prepare written minutes of each SBAC meeting and provide a copy to the administrative liaison for filing.

At the beginning of the next boundary change cycle, a new election will be held with the new members. Nominated members will be listed on a ballot for election by the SBAC.

# SBAC MEETINGS

The purpose of meetings is to allow for SBAC members to provide input to the Administration on recommendations developed for Board consideration. Collaborative Communities will coordinate and schedule the meetings and be the point of contact for communication with the SBAC.

Collaborative Communities will also collaborate with the SBAC Chairperson to provide input into the development of meeting agendas for the SBAC meeting(s).

SBAC meetings require the attendance and active participation of each member. The Boundary Planner will lead and facilitate meetings to provide information, support, and to hear ideas from the SBAC with guidance and support from Administration.

Although District employees are not eligible for membership, the Administration may invite staff members to attend. Students in the Fort Bend ISD Student Leadership Programs (Leadership 101, Leadership 102, VOICES) may be invited to observe and serve as a resource for the committee.

Administration will coordinate with the SBAC members for signature on the District Acceptable Use Policy for Accessing Computers and Electronic Communication Systems. This allows for limited access to the District's Microsoft TEAMS. A specified TEAMS channel will be available for current SBAC members to log into and review data and information that Administration will upload pertinent to the boundary change recommendation(s).

Following each meeting, Administration will post SBAC information on the [Boundary Planning](#) page of the District website including, but not limited to, SBAC member names and terms, meeting agendas, and meeting summaries drafted by the Recording Secretary and reviewed by Administration.

As stated in the [Boundary Change Process](#) portion of this handbook, Administration will determine the number of required SBAC meetings dependent upon the amount of boundary changes being recommended. If the SBAC's feedback requires an amendment to the boundary change recommendation(s), additional meeting(s) will be scheduled.

During the meeting(s), the Boundary Planner will facilitate the review of any proposed boundary change recommendations.

To encourage committee feedback, Microsoft Forms will be used for documentation and reporting purposes. The results of the feedback will be put in a report format and shared with the SBAC Chairperson to address the Board with the summary of the process.

# PUBLIC FEEDBACK OPPORTUNITIES

The Boundary Planner, Administration, and SBAC will consider community feedback as the proposed recommendations are refined into the final recommendations for Board consideration. During the boundary change process, the Boundary Planner will prepare and coordinate public feedback of the recommended boundary changes with support from Administration and include both in-person and virtual avenues.

## **In-person**

Dependent upon the number of proposed boundary recommendations, Administration may need to plan for more than one in-person public feedback opportunity, and if able, will be livestreamed for online viewing.

Administration will conduct the feedback opportunity at sites convenient to the community members affected by the proposed changes. The Boundary Planner, with support from Administration, will present the boundary change recommendation(s) and open the floor for an organized public feedback forum, to be held like the Public Comment portion of a Board meeting.

- Registration for speakers will be required.
- Registrants will have up to two-three minutes to speak. The time limit will be determined based on how many speakers register.
- Only those who live in the feeder pattern of focus will be permitted to speak.
- Each community speaker will only receive one opportunity to speak and is recommended that groups of communities with the same testimony select one speaker for their group.
- Speakers must limit comments to the boundary focus and demonstrate behavior/language appropriate for public forum with children present. This includes exhibiting behavior that models how to positively approach key decisions whether we are in favor of the options or not. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels.

## **Virtual**

To encourage all shareholders to express their concerns, thoughts, and ideas in the boundary planning process, Administration will provide for a virtual process for feedback to allow those that are not able to attend the in-person feedback opportunity. Depending upon the tools available to Administration at the time of the boundary change process will determine which tool(s), Administration will use to obtain feedback (e.g., ThoughtExchange, Let's Talk, Survey, etc.).

# EQUAL OPPORTUNITY

The Administration and SBAC will not make recommendations based solely on actual or perceived demographic characteristics when assigning students to attendance boundaries. These include but are not limited to race/ethnicity, language, income, socioeconomic status, and historical or anticipated academic performance.

# IMPLEMENTATION

When the Board acts on attendance boundary adjustments, initial communication of changes will be made by the Board President on behalf of the Board. Collaborative Communities will collaborate with the Superintendent's office and Communications to ensure completion of this step.

After the initial communication of changes is made by the Board President, the [Boundary Planning Design Team](#) will convene as an implementation team. This team is responsible for working through details including but not limited to:

- Communication to the impacted community(s)
- Provisions and application window for transfer eligibility regarding intra-District transfers. Refer to the [One-Time Option](#) section of this handbook for further details related to transfers. **Note: Requests must be submitted during the intra-District transfer window period in accordance with the student transfer process.**
- Staffing implications
- Program changes
- Student Information Systems to ensure the digital records for the boundary change align with the assigned campus. Collaborative Communities will coordinate with the Boundary Planner
- Principals of impacted campuses
- Transportation logistics