




Standard Operating Procedures
School Attendance
Boundaries Handbook

Approved October 18, 2019

SCHOOL ATTENDANCE BOUNDARIES POLICY CROSS REFERENCE SHEET

The standard operating procedures are administrative procedures of the District and are subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, Board policy prevails.

Date of Superintendent Approval:  10-18-19

Version Number: (i.e. "2018.1") 2019.2

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

Policy	Title	Page(s)
<i>CT (Local)</i>	<i>FACILITIES PLANNING</i>	*
<i>FC (Local)</i>	<i>SCHOOL ATTENDANCE AREAS</i>	*
<i>FDA (Local)</i>	<i>ADMISSIONS - INTERDISTRICT TRANSFERS</i>	*
<i>FDB (Local)</i>	<i>ADMISSIONS – INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS</i>	*

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

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INTRODUCTION

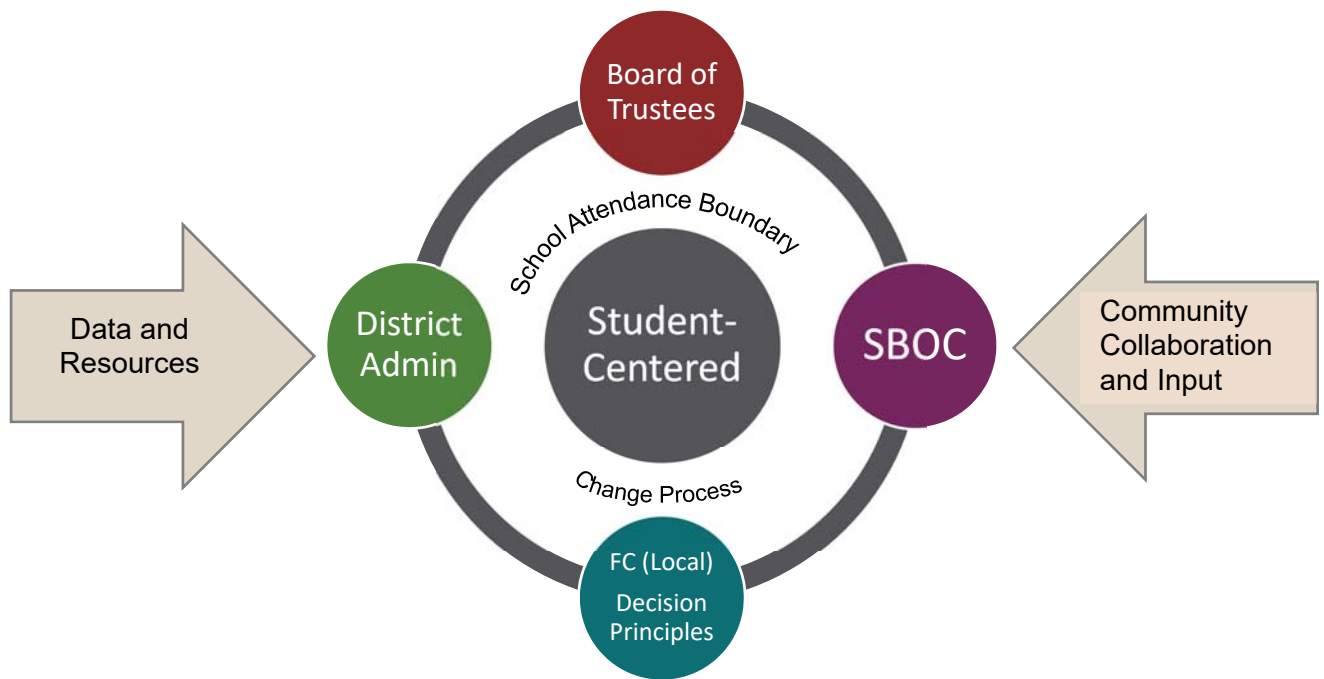
Philosophy

The Board believes the District exists to provide educational opportunities to help all students reach their full potential and pursue futures beyond what they can imagine. As long as District educational services rely heavily on buildings and facilities, school attendance boundaries shall exist to provide structure for educational pathways for students.

A student-centered approach, considering the unique needs of the students on each campus shall be utilized to design school attendance boundaries and locate programming in a way that demonstrates equitable, effective, and efficient use of District facilities. Programming decisions shall be made by management to meet student needs and enable the efficient use of facilities.

Stakeholder Input

The school attendance boundary change process includes the development of attendance boundary options by District leaders based on data, including demographic information, school design capacity, and school utilization factors. This process also includes input and guidance from the School Boundary Oversight Committee (SBOC). Staff will facilitate community input through public hearings. This document outlines the attendance boundary procedures in alignment with Board policy FC (Local), which was approved by the Board on September 23, 2019. In addition, this document outlines the development and work of the SBOC.



Overview of this Handbook

This handbook provides procedures related to the FC (Local) policy focused upon attendance boundaries. This procedure handbook first describes the annual enrollment review followed by a description of the School Boundary Oversight Committee (SBOC), detailing the committee's purpose and membership selection. The handbook then outlines the school attendance boundary change process followed by the school boundary Decision Principles, which guide the school attendance boundary change process and the work of the SBOC. Finally, this handbook provides details surrounding the alternative student enrollment options that may be recommended through the annual enrollment review process. The handbook includes exhibits with documents that support the processes.

Note: In cases of emergency, such as natural disaster, etc., the District will take necessary actions to ensure that students and staff attend school in facilities that are safe for occupancy. For example, if a building is no longer suitable for occupancy due to flooding, the District will move students to another facility until which time the building becomes suitable for occupancy or other arrangements are made. In situations such as these, decisions about student placement would not go through the formal SBOC process as it is an extenuating circumstance.

Definitions

For the purpose of these procedures, the following definitions apply:

- **Core-Core** refers to the central functions of a school building that supports students (i.e. cafeteria, library, etc.).
- **Design Capacity-Design capacity** is the maximum number of student seats in the school building, adjusted by a utilization factor of 85 percent, excluding portable classrooms on site. For example, a building with 1,000 maximum student seats would be design capacity of 850 students.
- **Efficient Utilization-Efficient utilization** is defined as utilization between 80 percent and 100 percent of the school's design capacity. For example, 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.
- **Utilization Factor-Utilization factor** is a numeric multiplier that reduces design capacity to account for program variances and scheduled use of building spaces. For example, 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.

ANNUAL ENROLLMENT REVIEW

Introduction

The annual enrollment review studies facility utilization data and campus design capacity data with past trends and projections. Its purpose is to begin an annual, uniform process for the District to ensure equitable and adequate educational opportunities are available for all students throughout the District.

Annually, the administration will review student enrollment data, updated enrollment projections, current campus utilization, an analysis of current zoned enrollment, current academic program enrollment, design capacity of each facility, student transportation information, demographic composition of each school, and relevant student achievement data.

The administration will develop and deliver the Annual Enrollment Report, which should include the information identified above as well as a review of the Facilities Master Plan [see CT (Local)]. Staff will present the report as an information item for discussion at a Board meeting.

The Annual Enrollment Report will be presented to the Board as soon as practical but no later than February of each year. The review will include the administration's recommendation regarding whether each school can remain at status quo, whether alternative student enrollment options are needed, and/or if a change to the way a facility is used is needed.

Alternative Student Enrollment Options

Alternative student enrollment options include the following and are guided by the written administrative procedures in this handbook. When student enrollment options require Board action or involve capping enrollment at a school and/or terminating or moving an academic program, initial communication to the students, parents, and community will be made by the Board President on behalf of the Board. [See the [Alternative Student Enrollment Options](#) section of this handbook for the full details of each option.]

- [Limiting or encouraging student transfers consistent with Board policy](#)
- [Locating or relocating programs to or from a current school](#)
- [Utilizing portable classrooms at a school](#)
- [Capping enrollment at a school](#)
(Note: When the administration determines capping enrollment at a school is necessary, the decision will be presented to the Board as part of the Annual Enrollment Review or as an interim update to the Annual Enrollment Review.)

The Superintendent will notify the Board when any of the above alternative student enrollment options are being considered and at least six weeks before actions are implemented. The Board will be notified before communication is provided to the community or school impacted.

The following alternative student enrollment options will initiate the school attendance boundary change process with the SBOC as guided by the procedures in this handbook. Each of the following options will require Board action.

- [Adjusting attendance boundaries](#)
- [Consolidating or closing a school](#)
- [Constructing an addition to a school](#)
- [Constructing a new school](#)

Facilities Master Plan Update Process

Annually, at the time of the Annual Enrollment Review, the administration will provide the Board with recommended updates to the Facilities Master Plan. Following presentation to the Board, staff will review the recommended updates to the Facilities Master Plan with the SBOC. The updated Facilities Master Plan will be provided to the Board for consideration by June of each year.

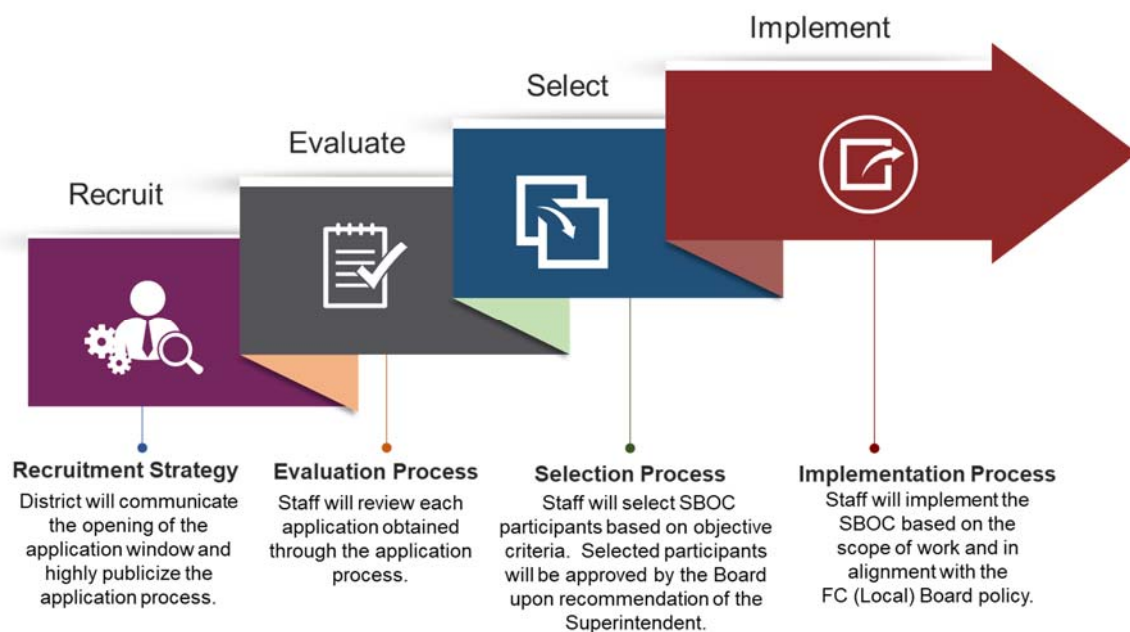
SCHOOL BOUNDARY OVERSIGHT COMMITTEE (SBOC)

Overview

It takes Fort Bend ISD leaders, staff, teachers, parents, students, and community members working collaboratively to inspire and equip all students to pursue futures beyond what they can imagine. To this end, Board policy FC (Local) defines and directs the creation of a School Boundary Oversight Committee (SBOC), which provides an opportunity for the SBOC members to review and provide suggestions regarding attendance boundary recommendations. The work of the committee will align with the Decision Principles detailed in this policy and handbook in addition to any other relevant District policies. For example, including but not limited to, Policy CT, FDA, and FDB. [See [School Boundary Decision Principles](#) section.]

In addition, staff will solicit comments, questions, and suggestions from community members through public hearings. Staff will provide notes of community comments and suggestions to the SBOC; this will assist staff and the SBOC with development of the Final Recommendations. Finally, staff will present the Final Recommendations to the Board. This section provides details regarding SBOC member recruitment and selection, the member selection process, membership guidelines, SBOC member commitment, officer selection, vacancy guidelines, and meeting logistics.

SBOC Member Selection Process



SBOC Applicant Recruitment

To promote a diverse committee and an equitable application process, SBOC applicant recruitment will include the following strategies:

- The application will be available on the District’s website electronically and in paper-based formats, upon request by sending an e-mail to strategic.planning@fortbendisd.com.
- A link to the application will be emailed to parents/guardians using the District’s mass notification system.
- A link to the application will be emailed to Board Leadership Academy graduates.
- The opportunity to apply will also be promoted via campuses through principals and campus parent educators.
- Students in the Fort Bend ISD Student Leadership Programs (Leadership 101, Leadership 102, VOICES) will be invited to observe and serve as a resource for the committee.
- The application may be provided via homeowners associations (HOAs) so that community members who may not have a child attending FBISD may be aware of the application opportunity.
- The Communications Department and Collaborative Communities Department may provide additional community contact information to staff for additional promotion of the application opportunity.

SBOC Applicant Evaluation

Once the application window closes, staff will send the SBOC Reference Form to the reference email provided in each application. Staff members from the Division of Strategic Planning, Monitoring and Evaluation will then review each application according to objective criteria. Staff will conduct address verification to ensure each application aligns to the zoned feeder pattern indicated on the application.

Objective Evaluation Criteria
Demographic Component: Staff will review applications to verify address in order to confirm representation for each area impacted by the possible boundary changes.
Statement of Interest: The statement of interest provides the prospective SBOC member an opportunity to share their “Why” regarding their reason for interest in participating in this process.
Service Components: Applicants indicate the service activities in which they have been involved (campus service, District service, and/or community and civic service). Board Leadership Academy graduates will receive preference in appointment. This preference will impact the total number of service components points possible.
Reference Component: Each candidate’s reference will be contacted via email and will be asked to rate applicants on the following questions through an online survey: <i>On a scale of 1-5 with 1= little or none, 3=average, and 5= excellent, please rate the candidate on the following:</i> <ul style="list-style-type: none">• <i>Ability to collaborate with others</i>• <i>Ability to maintain professional demeanor in stressful circumstances</i>• <i>Ability to communicate clearly</i>

SBOC Applicant Selection

After all applications are reviewed by staff using objective criteria, a list of proposed members will be listed on a SBOC Membership Roster. Staff will then provide the proposed SBOC Membership Roster to the Superintendent and the Board for review. The proposed SBOC 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 SBOC. The committee will represent parents and community members from each high school feeder pattern.

Following submission of the membership roster to the Board, each SBOC member will receive communication from staff to inform them that their name is being recommended to the Board. Prospective 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.

Following approval of SBOC membership by the Board of Trustees, staff will communicate confirmation to each member and provide information about the tentative meeting dates of SBOC meetings. Once membership is approved by the Board, members' names will be listed on the Membership Roster and published on the District website (www.fortbendisd.com/sboc).

SBOC Member Implementation

To maintain membership continuity, members will serve overlapping, two-year terms beginning on February 1 with a maximum length of service of three consecutive terms. At the end of each term, SBOC members will have the option to reapply.

For the inaugural members only: To allow for overlapping terms, during the initial SBOC meeting, staff will randomly draw by feeder pattern from the pool of approved members to serve a one-and-a-half or two-and-a-half year term for the inaugural term. Staff will draw names until half of the committee is selected to serve a one-and-a-half year term and half of the committee is selected to serve a two-and-a-half year term. From that point forward, all terms will be two years in length.

SBOC Membership Guidelines

Staff will monitor to ensure ongoing balance of membership across the District. Per policy, committee membership will align with the following guidelines:

- The SBOC will be composed of four representatives from each high school feeder pattern.
Note: For the inaugural SBOC, to support balanced membership, the committee will be composed of three parents and one community member from each high school feeder pattern. Parent members will be equally divided between parents of elementary students, middle school students, and high school students in the District. In subsequent years, staff will make every effort to fill vacant positions with level appropriate members to maintain equal division of membership between elementary, middle, and high schools.
Note: Board Leadership Academy graduates will receive preference in appointment.
- District employees will not be eligible for membership; however, the administration may invite staff members to attend meetings of the SBOC to serve in an advisory capacity.
- Students in the Fort Bend ISD Student Leadership Programs (Leadership 101, Leadership 102, VOICES) will be invited to observe and serve as a resource for the committee.
- The application process will open annually during the fall semester for Board consideration in

January of each year. To ensure membership continues to align with the membership guidelines, current SBOC members will need to reapply at the end of their term if they are interested in being considered to serve.

SBOC Member Commitment

The members of the SBOC will serve with a student-centered approach and operate through a District-wide lens and not from their own interest. Each SBOC member must agree to uphold the SBOC Member Commitment, included in the SBOC application. Agreement to uphold the Member Commitment is required of committee members.

The SBOC Member Commitment includes four pillars. Each committee member **will**:

- (1) Be an active participant in committee meetings and public hearings;
- (2) Carefully and thoughtfully review the data provided to the committee;
- (3) Attend scheduled meetings; and,
- (4) Remain objective, considering the needs and history of the communities impacted, but prioritizing the District-wide needs of all FBISD students.

Officers

The SBOC will include three officers: Chairperson, Vice Chairperson, and Recording Secretary.

The infographic consists of three vertical panels, each representing an officer role. Each panel has a circular icon at the top, a title, and a list of duties.

- Chairperson:** The icon shows a target symbol. The title is "Chairperson". The duties are:
 - Consult with the administrative liaison to develop agendas for meetings of the committee;
 - Preside at committee meetings and be present at public hearing meetings held in the community as part of the attendance boundary process; and
 - Oversee preparation of committee reports.
- Vice Chairperson:** The icon shows a person at a desk with a magnifying glass over a document. The title is "Vice Chairperson". The duties are:
 - Perform the duties of the chairperson in his or her absence; and
 - Assist the chairperson as needed in overseeing and facilitating the work of the committee.
- Recording Secretary:** The icon shows a stack of papers. The title is "Recording Secretary". The duties are:
 - Prepare written minutes of each SBOC meeting and provide a copy to the administrative liaison for filing; and
 - Verify that notes of community comments and suggestions are provided to the SBOC and available to the community.

The SBOC will elect a Chairperson, a Vice Chairperson, and a Recording Secretary. For the inaugural officers, applicants interested in serving as an officer may self-nominate via the SBOC application. If selected as a committee member, members who indicated interest in serving as an officer will be named on a voting ballot.

At the first SBOC meeting of each year, committee members will vote to elect the three officers using the voting ballot. Once elected, members may serve in the officer position for one year. At the end of an officer’s term, a new election will be held in which members may nominate other members or self-nominate. The incumbent officer may seek re-election. Nominated members will be listed on a ballot for election by the SBOC. This election will take place at the initial SBOC meeting each year.

Vacancy Guidelines

When filling vacancies, effort will be made by the administration to balance membership between parents of elementary, middle, and high school students in the District. 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 the Chairperson);
- Resigns (communicated in a letter written by the member to the Chairperson); or are
- Removed by vote of two-thirds of the membership or by the Board for failure to perform the duties of members of the committee and/or uphold the SBOC Member Commitment which includes the following pillars:
 - Be an active participant in committee meetings and public hearings;
 - Carefully and thoughtfully review the data provided to the committee;
 - Attend scheduled meetings; and,
 - Remain objective, considering the needs and history of the communities impacted, but prioritizing the District-wide needs of all FBISD students.

Should a vacancy occur outside of the applicant recruitment timeline, the SBOC will utilize an alternate SBOC member from the most recent applicant pool to fill the vacancy. To promote balanced membership, effort will be made to select the alternate member based on the vacancy's feeder pattern and level (elementary, middle, or high school). Staff will then provide the name(s) of alternate members who will serve on the SBOC to the Superintendent and Board for consideration. The SBOC members must then be approved by the Board upon recommendation of the Superintendent. Alternate SBOC members selected to fill a vacancy will receive an update regarding committee work completed.

Underrepresented Feeder Pattern

After the initial application window closes, if a feeder pattern is underrepresented in terms of qualified SBOC member candidates, staff will reopen the application window for a minimum of seven business days communicating with potential applicants in the designated feeder pattern. To prepare for the targeted application window, the following strategies will be utilized to promote a successful response:

- Principals and parent educators at the schools in the feeder pattern will be asked to promote the opportunity to their parents and the community.
- A link to the application will be emailed to parents of the schools in the designated feeder pattern using the District's mass notification system.
- The Communications Department and Collaborative Communities Department may provide additional community contact information to staff for additional promotion of the application opportunity.

SBOC Meeting Logistics

The administrative liaison will be responsible for collaborating with the SBOC officers to schedule committee meetings, prepare agendas, and verify meeting attendance. The recording secretary will provide written minutes of each SBOC meeting and provide a copy to the administrative liaison for filing. The administrative liaison will post the written minutes of each SBOC meeting on the District website along with each meeting's agenda (www.fortbendisd.com/sboc).

SBOC Meeting Details

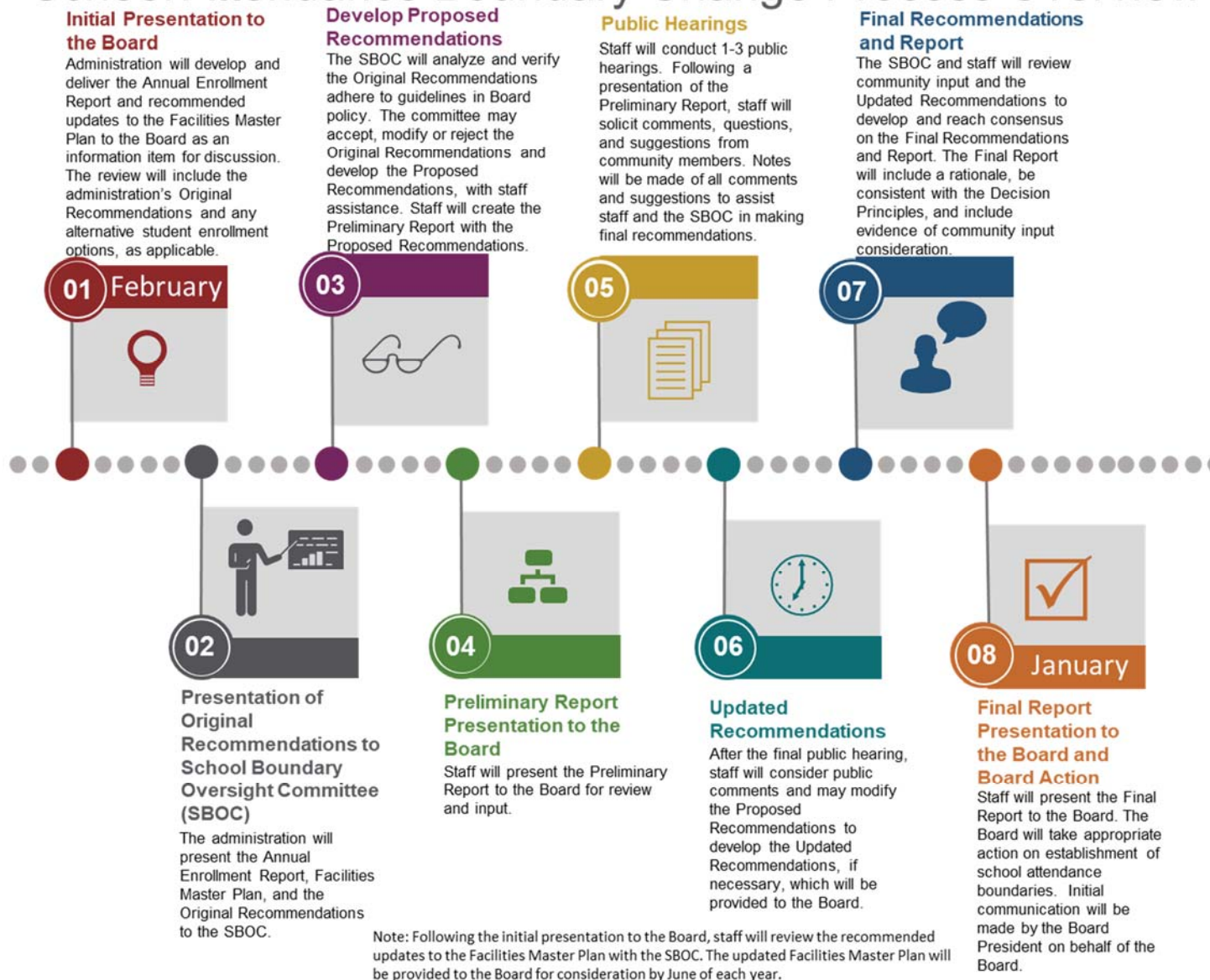
SBOC meetings require the attendance and active participation of each member of the SBOC. Administration will support the SBOC in providing all requested information and data. The administration will advise the SBOC of potential impact of attendance boundary changes on enrollment, demographic data, fine arts programs, specialty programs, athletics, feeder patterns and other requested items. Staff will be present at SBOC meetings to provide information, support, and to hear ideas. Following the first SBOC meeting, the District will post SBOC information on the District website including but not limited to SBOC member names and terms, meeting agendas, meeting notes, and a Let's Talk link.

SCHOOL ATTENDANCE BOUNDARY CHANGE PROCESS

Overview

School attendance boundaries will be established by the Board upon recommendation of the Superintendent. The SBOC will provide oversight for the Board in the school attendance boundary process. School attendance boundaries could change whenever a new school is needed, a need to balance enrollment exists, or when it is determined to be in the best interest of students. This section provides an overview and breakdown of the school attendance boundary process.

School Attendance Boundary Change Process Overview



School Attendance Boundary Eight-Step Change Process

Attendance boundary recommendations will be developed through the following process:

School Attendance Boundary Eight-Step Change Process Steps	
Step 1	<p>Initial Presentation to the Board (Delivered by Administration, Audience: Board of Trustees)</p> <ul style="list-style-type: none"> The administration will develop and deliver the Annual Enrollment Report and a review of the updated Facilities Master Plan to the Board of Trustees as an information item for discussion at a Board meeting. The review will include the administration’s recommendations regarding whether each school can remain at status quo, whether alternative student options are needed, and/or if a change to the way a facility is used is needed. If applicable, the administration will present recommended changes to the attendance boundaries, known as the Original Recommendations. [See Annual Enrollment Review section of this document for details of what must be included.] Guided by the Design Principles, attendance boundary recommendations will be developed using a student-centered approach to meet the unique needs of students on each campus with effective and equitable delivery of educational services. <p>Timeline: As soon as practical, but no later than February of each year.</p>
Step 2	<p>Presentation of the Original Recommendations to the SBOC (Delivered by Administration, Audience: SBOC)</p> <ul style="list-style-type: none"> The administration will present the Annual Enrollment Report, the most up-to-date Facilities Master Plan, and the Original Recommendations to the SBOC.
Step 3	<p>Develop Proposed Recommendations (Completed by the SBOC and Staff, Audience: Board of Trustees)</p> <ul style="list-style-type: none"> SBOC members will analyze the information and verify the Original Recommendations adhere to guidelines in current Board policy. Staff will guide the committee members with additional information, such as but not limited to, building design capacity and projected building utilization to best meet the unique needs of students. Furthermore, staff will provide guidance for the SBOC in terms of the Design Principles, as these provide the foundation for executing the school attendance boundary change process. The committee may accept, modify, or reject the administration’s Original Recommendations based on guidelines in current Board policy and information provided by staff. Staff will assist the committee as needed in accepting or modifying the Original Recommendations. An agreed upon set of original and/or modified recommendations, called the Proposed Recommendations, with supporting rationale to support memorialization of the recommendation will be compiled by staff into a Preliminary Report.
Step 4	<p>Preliminary Report Presentation to the Board (Delivered by Staff, Audience: Board of Trustees)</p> <ul style="list-style-type: none"> Staff will present the Preliminary Report to the Board for review and input.

School Attendance Boundary Eight-Step Change Process Steps

Step 5	<p>Public Hearings (Led by Staff, Audience: Community)</p> <ul style="list-style-type: none"> • Staff will conduct one to three public hearings or more as appropriate for the number of schools and students involved. The public hearings will be conducted at sites convenient to the community members affected by the proposed changes. • The administration will advertise the public hearings through news releases and District communication channels. Principals of the schools affected will assist in notifying school and community members. The public hearings will be announced at a Board workshop or meeting in which the Preliminary Report will be presented to the Board. • At each public hearing, following a presentation of the Preliminary Report, staff will solicit input in the form of comments, questions, and suggestions from community members selected to speak. • To accommodate community members who are unable to attend a public hearing, the Preliminary Report will be available on the FBISD website and community members may submit comments, questions, and suggestions via Let's Talk. • Staff may respond as appropriate to questions from community members. Notes will be made of comments and suggestions to assist staff and the SBOC in making Final Recommendations. • Staff will compile comments and suggestions for review by the SBOC. Staff will answer all community questions and provide the questions and answers to the community and the SBOC.
Step 6	<p>Updated Recommendations (Completed by Staff, Audience: Board of Trustees)</p> <ul style="list-style-type: none"> • Staff will consider public comments and may modify the Proposed Recommendations, if necessary. These modified recommendations will be called the Updated Recommendations and will be provided to the Board.

School Attendance Boundary Eight-Step Change Process Steps (Continued)

Step 7	<p>Final Recommendations and Report (Completed by SBOC and Staff, Audience: Board of Trustees)</p> <ul style="list-style-type: none"> • After the final public hearing, the SBOC will meet to review the community input and administration’s Updated Recommendations. The SBOC will review the Updated Recommendations, relevant policy, and community input and approve or make suggestions to them, providing rationale for the suggestions. • The SBOC and staff will come to consensus and prepare Final Recommendations and compile them with a rationale, suggestions and considerations into a Final Report. If consensus cannot be reached, for whatever reason, then staff will consult the Board President and/or the Board of Trustees to provide direction. • The Final Report will include: <ul style="list-style-type: none"> ○ Alternatives considered as well as risks, benefits, and rationale to memorialize the Final Recommendations given. ○ Suggestions regarding alternative student enrollment options, future Facilities Master Plan updates or future attendance boundary scenarios. <i>Note: The updated Facilities Master Plan must be provided to the Board for consideration by June of each year. Considering the Final Report is due by January, the updated Facilities Master Plan will most likely be shared with the Board during a previous step in the timeline.</i> ○ Evidence that the committee considered the preliminary administrative report and input from the community and will be consistent with the Decision Principles and relevant policy.
Step 8	<p>Final Report Presentation to the Board (Delivered by Staff, Audience: Board of Trustees) Board Action (Completed by Board of Trustees, Audience: Community)</p> <ul style="list-style-type: none"> • Staff will present the Final Report to the Board in a public meeting. The SBOC will be encouraged to attend • At the same or at a subsequent Board meeting, following presentation of the Final Report, the Board will take appropriate action with respect to the establishment of school attendance boundaries. • When the Board takes action on attendance boundary adjustments, initial communication to the FBISD staff and community will be made by the Board President on behalf of the Board. <p>Timeline: Any recommendation concerning attendance boundaries will be made to the Board with sufficient time for the Board to take action at its regular Board meeting in January, prior to implementation in August of the same year.</p>

Note: If student achievement may be adversely affected by a decision principle-based recommendation, then the administration will suggest an alternative recommendation and provide rationale for the Board to consider.

Attendance Boundary Implementation: Student Transfers

After the Board of Trustees approves an attendance boundary adjustment, provisions will apply that impact intra-District transfer eligibility. The student transfer process is as follows:

Attendance Boundary Implementation: Student Transfers Procedures	
Step 1	The Communications Department sends a press release to the community with details of the attendance boundary change, including which students may be eligible for a transfer.
Step 2	<p>The Department of Student Affairs will post student transfer information on the Student Affairs website, including the student transfer application entitled Commitment Agreement to Remain at Previously Zoned Campus and transfer window dates. [See Exhibit A: Commitment Agreement to Remain at Previously Zoned Campus for an example of the commitment agreement form.] Students may be eligible for an intra-District transfer based on the following circumstances:</p> <ul style="list-style-type: none"> • 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. • 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 grade 5 or 8 may remain at their current campus, but will not be eligible for District-provided transportation. • A student who is entering grades 10, 11 or 12 may 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, high) are eligible for an intra-District 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 in the area, 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. <p><i>Note: Requests must be submitted during the intra-District transfer window period in accordance with the student transfer process.</i></p>
Step 3	Students impacted by a school boundary change will be reassigned in the District’s student information system so that their digital records align with the assigned campus.

Attendance Boundary Implementation: Student Transfers Procedures (Continued)

Step 4	If a parent/guardian of an eligible student would like their child to remain at their previously zoned campus, they must complete the student transfer application entitled Commitment Agreement to Remain at Previously Zoned Campus. [See Exhibit A: Commitment Agreement to Remain at Previously Zoned Campus for an example of the form.] The form will be available on the Student Affairs website or at the front office of the current campus. Commitment Agreement applications will be accepted within the transfer window posted on the Student Affairs website . Completed applications may be returned to the school's front office or to the Department of Student Affairs, located at the FBISD Administration Building.
Step 5	The Department of Student Affairs will then process the application and notify the parent/guardian via email if the application for transfer was approved or denied. [See Exhibit B: Commitment Agreement Application Response Email (Sample)] The parent/guardian will need to confirm with the campus registrar of the approved campus to activate their child's student transfer. If the parent/guardian no longer wishes to continue with the transfer, then they need to contact the Department of Student Affairs.
Step 6	Following a student transfer, the student's campus assignment will be updated in the District's student information system.

SCHOOL BOUNDARY DECISION PRINCIPLES

Overview

Student-centered recommendations that consider the unique needs of the students on 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 changes. Overall, a student-centered approach, considering the unique needs of the students on each campus, will be utilized to design school attendance boundaries. The administration and SBOC will follow these guidelines when changing and refining school attendance boundary recommendations. The principles below are not listed in priority; however, the Superintendent will include a written rationale of how the principles were applied when presenting recommendations to the Board and SBOC.

Community Integrity	<p>School attendance boundaries will:</p> <ul style="list-style-type: none"> • Safely house students and provide all students equitable access to the curriculum, extracurricular opportunities, and professional staff. • Align student transitions within the District’s designated feeder patterns. • Assign entire neighborhoods to the same school(s). Where practical, major thoroughfares, creeks, drainage ditches, utility easements, and similar elements will be utilized as boundaries. • Support the neighborhood school concept by combining geographically proximate neighborhoods or developments into school attendance boundaries. • Utilize safe and reasonable walking distances to encourage healthier students and minimize use of student transportation resources. <p><i>Note: Master-planned communities are not considered neighborhoods.</i></p>
Growth Projections	<ul style="list-style-type: none"> • Utilization should be balanced among campuses in order to avoid penalizing those schools that are experiencing growth. • Efficient use of existing facilities as well as effective and equitable delivery of academic programs are equally important factors in attendance boundary design. • Balanced student enrollment enables efficient use of facilities, avoids overutilization or underutilization, and minimizes reliance on portable classrooms.
Other Factors	<ul style="list-style-type: none"> • 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: Design boundaries will withstand time and minimize the number of boundary adjustments for a cohort of students. To the extent possible, students in a given area should not be required to change schools because of a 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.

ALTERNATIVE STUDENT ENROLLMENT OPTIONS

Overview

The annual enrollment review includes the administration's recommendation regarding whether each school can remain at status quo, whether alternative enrollment options are needed, and/or if a change to the way a facility is used is needed. Recommendations may include alternative student enrollment options to promote efficient use of facilities with equitable delivery of educational services.

The following sections describe the processes that support each alternative student enrollment option.

Limiting or Encouraging Student Transfers

Limiting or encouraging student transfers is an alternative student enrollment option that may be recommended by administration in the Annual Enrollment Report. Actions related to limiting or encouraging student transfers must align with FDA (Local) and FDB (Local). The Superintendent will notify the Board when this alternative student enrollment option is being considered and at least six weeks before implementation. The Board will be notified before communication is provided to the community or school impacted.

- 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.
- 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 grade 5 or 8 may remain at their current campus provided projected utilization for the school does not exceed 100%, but will not be eligible for District-provided transportation.
- A student who is entering grades 10, 11 or 12 may 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, high) are eligible for an intra-District 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.
- A campus that is projected to be over-capacity will be closed to student transfers.

Note: Student transfer requests must be submitted during the intra-District transfer window period in accordance with the student transfer process.

Locating or Relocating Programs

Locating or relocating programs to or from a current school is an alternative student enrollment option that may be recommended by administration in the Annual Enrollment Report. 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. Supported by the Strategic Planning, Monitoring, and Evaluation Division and the Department of School Leadership, the process of locating or relocating programs to or from a current school will involve the collaboration of various departments during the planning, decision complete, and post decision phases.

The Superintendent will notify the Board when this alternative student enrollment option is being considered and at least six weeks before implementation. The Board will be notified before communication is provided to the community or school impacted.

Procedures for locating or relocating programs to or from a current school are as follows:

Review and Plan Phase (Before the Decision)

Tasks in the review and plan phase include:

- Review/Identify program size, both in terms of students impacted and staff required, including special education teachers. Review school capacity/utilization, unique and fixed resources.
- Develop budget and identify funding source with consideration of Federal and State grants or funding impact.
- Review/Identify any unique circumstances that would cause difficulties with or prohibit program location/relocation.
- Obtain a list of required specialized resources.
- Ensure alignment with bond/building projects and determine the impact on buildings.
- Examine existing and needed technology infrastructure.
- Determine/Review the accountability impact of locating or relocating a program.
- Determine/Define if impact to student information system and setup/change of program.
- Determine/Define if impact to management of staff in PeopleSoft HCM and any downstream impact of these data changes.
- Review certification requirements for program changes.
- Review transfer procedures/process.
- Consider potential impact for Extended Day/Child Nutrition staff.
- Review transportation impact and recommend actions to achieve District goals.
- Evaluate impact on other District programs, such as athletics, fine arts, academies, etc.
- Evaluate a communication plan to inform parents and community of the changes.

Decision Complete Phase

Tasks completed in the decision-complete phase include:

- Communicate with the FBISD Board of Trustees through a memo. Per Board policy FC (Local), when student enrollment options require Board action or involve capping enrollment at a school and or terminating or moving an academic program, initial communication to the students, parents, and the community will be made by the Board President on behalf of the Board.
- Articulate the rationale to all key stakeholders regarding program location/relocation.

Post-Decision Phase

Tasks completed in the post-decision phase include:

- Provide Board memos to keep the Board aware.
- Communicate with the Department of Student Affairs.
- Provide a news release to internal and external stakeholders.
- Department of School Leadership, in collaboration with Human Resources, provides a timeline of relocation of teachers and communication with impacted parties.
- Communicate staffing changes to principals.
- Communicate with impacted staff.
- Communicate final decision and timing to the impacted departments, including but not limited to: Human Resources Information Technology Systems, Operations, Design and Construction, Extended Day, Child Nutrition, Special Education, Fine Arts, Athletics, and Transportation.
- Communicate extracurricular timelines (i.e. athletics and fine arts try outs).
- Removal/Delivery of physical resources and/or portable classrooms at a school. Verify portable classrooms are permitted by HOA(s) and municipalities.
- Complete any potential building modifications.
- Ensure implementation of the School Locator tool and implement updated bus routes.
- Inventory review of resources and determine what will be divided between campuses and what needs to be purchased.
- Determine how funds will be identified should a need arise to purchase resources because of boundary changes.
- Communicate with facilities regarding items that need to be moved or placed in secure storage. Review/move/order instructional resources, furniture, technology, as needed.
- Update student records in Skyward and transfer physical records.
- Hire staff as needed to meet student needs.
- Provide ongoing communication to parents/guardians impacted by the move.

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

Tasks associated with locating or relocating programs to or from a current school will involve various departments to promote effective communication and collaboration. (See [Exhibit E: Locating or Relocating Programs Flowchart](#) for a process overview.) The following table displays departments involved according to task.

Locating/Relocating Programs At-A-Glance		Departments Involved																			
		Strategic Planning	Communication	Operations	Business and Finance	Human Resources	Academic Affairs	Information Technology	Student Affairs	Police	Department of School Leadership	Special Education	Child Nutrition								
Sch	Planning	Determine funding source				X															
		Identify size of program (number of students; number of teachers)					X	X													
		Are there any unique circumstances that would prohibit relocation or make relocating very difficult? (i.e. Deaf Ed program)			X								X								
		Look at school capacity/utilization and unique resources that prevent movement/relocation	X		X																
		Determine specialized resources required				X		X				X	X								
		Align with bond/building projects for availability and impact on buildings			X																
		Infrastructure for IT							X												
		Budget for program changes				X															
		Federal and local grants funding impact				X															
		Determine accountability impact of moving program	X				X	X	X												
		Determine/define if impact to student information system and setup/change of program.							X												
		Determine/define if impact to management of staff in PeopleSoft HCM and downstream impacts of these data changes.							X												
		Review certification requirements for program changes					X														
		Review transfer procedures/process								X											
		Determine potential impact for Extended Day/Child Nutrition staff					X														X
		Determine transportation impact			X																
		Refrain from multiple moves			X					X											
		Evaluate impact on other District programs, such as athletics, fine arts, academies, etc.						X					X								
		Evaluate a communication plan to inform parents and community of the changes.		X																	
		Ensure awareness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Decision Complete	Clearly articulate the "why" so all key parties communicate the same message		X																		
	Are building modifications needed? Have code compatibility measures been confirmed?			X	X			X													
Post Decision	Provide Board memos to keep Board aware	X					X				X										
	Communicate with the Department of Student Affairs									X											
	Department of School Leadership and Human Resources provide a timeline of reloaion of teachers and communication with impacted parties.					X						X									
	Staffing impacts - communicating timely with principals and impacted staff					X						X									
	Communicate final decision and timing to the impacted departments, including but not limited to: Human Resources, Information Technology Systems, Operations, Design and Construction, Extended Day, Child Nutrition, Special Education, Fine Arts, Athletics.												X								
	Communicate extracurricular timelines (i.e. atheletics and fine arts tryouts).		X				X														
	Communication release to (internal and external) stakeholders.		X	X		X			X												
	Inventory review of resources: Culling/dividing between campuses; Purchase new resources as needed.			X			X	X				X									
	Determine how funds will be identified should a need arise to purchase resources because of boundary changes.				X																
	Communicate with facilities on items that need to be moved, secure storage space			X					X												
	Implement usage of School Locator			X																	
	Verify portables are permitted by HOA and municipalities			X					App											8.19	
	Relocation of portable classrooms			X	X																
	Communication regarding resources (current and new campus location)						X	X				X									
	Complete any building modifications			X																	
	Movement of resources						X	X													
	Student records updated in Skyward and transfer physical records.						X	X				X	X								

* Business and Finance = Purchasing/Extended Day/Child Nutrition Department
*Operations = Design and Construction/Transportation/Facilities/Maintenance

Utilizing Portable Classrooms at a School

Utilizing portable classrooms at a school is an alternative student enrollment option that may be recommended by administration in the Annual Enrollment Report. The decision to utilize portable classrooms includes monitoring building utilization data with consideration for campus growth and program changes. One component of the Facilities Master Plan includes determining if portable classrooms are necessary.

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 to utilize portable classrooms at a school requires time 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.

Utilizing Portable Classrooms at a School Procedures	
Step 1: Annual Enrollment Review Process	<p>The annual enrollment review studies facility utilization data and capacity data with past trends and projections. Its purpose is to begin an annual, uniform process for the District to ensure equitable and adequate educational opportunities are available for all students throughout the District and to target efficient utilization of District facilities. This process includes, but is not limited to, the following actions by staff:</p> <ul style="list-style-type: none"> • Review building design and functional capacity of each building. • Review student enrollment data. • Update enrollment projections. • Determine current campus utilization. • Analyze current zoned enrollment. • Examine current academic program enrollment. • Analyze student transportation information. • Review demographic composition of each school. • Consider relevant student achievement data. • Consider measures to ensure student equity and safety.
Step 2: Data Analysis	<p>Data analysis provides a foundation for identifying which campuses are experiencing growth through either increased enrollment projections or academic programs and serves as a needs assessment for potential portable classroom locations.</p> <ul style="list-style-type: none"> • Data will be reviewed to determine if building utilization can be refined to better accommodate students and staff or if utilizing portable classrooms at a school is the best option to accommodate campus programs and District growth. Guiding questions in this step include: <ul style="list-style-type: none"> ○ Can programs at existing campuses be consolidated at an alternative campus so portable classrooms are not required? ○ Would portable classrooms serve as the best solution to increase campus utilization? ○ Do municipalities/HOAs have restrictions where portable classrooms 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?

Utilizing Portable Classrooms at a School Procedures (Continued)

Step 3: Communication and Collaboration	<p>Division of Strategic Planning, Monitoring, and Evaluation will collaborate with the Operations Division, Business and Finance Division, and the Department of School Leadership to evaluate the need for utilizing portable classrooms at a school. This process includes, but is not limited to, the following actions by staff:</p> <ul style="list-style-type: none"> • Review and analyze annual enrollment data 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 Operations Division to determine if there is adequate land for portable classroom installation. • Develop a budget and identify a funding source(s), which may include bond funds or the general fund if the decision to implement portable classrooms moves forward. • Verification of portable classroom permits by the Operations Division with municipalities and HOAs. <p>Note: The Superintendent will notify the Board when this alternative student enrollment option is being considered and at least six weeks before implementation. The Board will be notified before communication is provided to the community or school impacted.</p>
Step 4: Board Action	<p>The Board will consider action/approval for the cost of moving portable classrooms as an agenda item. If approved, the Operations Division may then move forward with securing the appropriate permits and coordinate installation of portable classrooms to the necessary locations.</p>

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

Capping Enrollment at a School

Capping enrollment at a school is an alternative student enrollment option. When the administration determines capping enrollment is necessary, the decision will be presented to the Board as part of the Annual Enrollment Review or as an interim update to the Annual Enrollment Review. The capping enrollment at a school process is based upon enrollment projection and building utilization data. The goal of this process is to provide students with equitable access to educational opportunities and programs while ensuring student safety by not operating campuses beyond a functional capacity. The Superintendent will notify the Board when this alternative student enrollment option is being considered and at least six weeks before implementation. The Board will be notified before communication is provided to the community or school impacted. Initial communication to the students, parents, and community will be made by the Board President on behalf of the Board.

Capping Enrollment at a School Procedures	
Step 1	Review of enrollment projections, building utilization data, and demographic projection data to determine if a campus is projected to exceed building capacity.
Step 2	Department of School Leadership and the Department of Student Affairs in collaboration with the Division of Strategic Planning, Monitoring and Evaluation review potential solutions if a campus is projected to exceed efficient utilization .
Potential Solution 1: Review and Adjust Space Utilization	
Step 1	Review building functionality and how space is utilized.
Step 2	Collaborate with campus principals to potentially adjust space usage as feasible to increase classroom space (i.e. repurpose the teacher’s lounge into a classroom).
Potential Solution 2: Portable Classrooms at a School Option	
Step 1	Administration follows the procedures for deciding if portable classrooms at a school is a viable option to increase building utilization. [See Utilizing Portable Classrooms at a School section.]
Step 2	Administration determines if adding portable classrooms at a school may be utilized as a solution. If so, then capping campus enrollment may not be necessary. This option would allow students to remain at their zoned campus.
Cap and Overflow Option	
Step 1	Administration reviews enrollment and capacity at surrounding schools with an option to utilize available classrooms or add portable classrooms to a surrounding campus when portable classrooms are not an option for a campus projected to exceed capacity. Campuses within the nearest proximity to the over-utilized campus will be considered first to mitigate the effects on transportation needs.
Step 2	If space is available at a surrounding school, administration develops current and long-range overflow and capping options for students to attend the receiving campus.
Step 3	An implementation team of representatives from different departments establishes a plan to determine which students will attend the receiving campus, facility impact, staffing needs, program and resource needs, technology needs, budget implications, and transportation plans.

Cap and Overflow Option (Continued)

Step 4	<p>Once developed, staff communicates the cap and overflow plan. In addition, the Communications Department provides information to stakeholders and creates a Let’s Talk interest area for the community to submit questions and comments.</p> <p><i>Note: Students may be eligible for an intra-District transfer to attend their original campus. Please see the Attendance Boundary Implementation section for details regarding eligibility and procedures.</i></p>
Step 5	<p>Staff presents any needed enrollment caps to the Board as part of the Annual Enrollment Review or as an interim update to the Annual Enrollment Review.</p> <p>Per Board policy FC (Local), when student enrollment options require Board action or involve capping enrollment at a school and or terminating or moving an academic program, initial communication to the students, parents, and the community will be made by the Board President on behalf of the Board.</p>
Step 6	<p>Administration continues to review building utilization solutions that may come in the form of alternative student enrollment options (i.e. adjusting attendance boundaries, relocating programs to or from a current school, constructing an addition to a school, and/or constructing a new school).</p>

Alternative Options

If space is not available at a surrounding campus, even with the addition of portable classrooms, then the administration may evaluate current and long-range alternative options out of feeder patterns (i.e. adjusting attendance boundaries relocating programs to or from a current school, constructing an addition to a school, and/or constructing a new school).

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

(See [Exhibit F: Capping Enrollment at a School Flowchart](#) for a process overview.)

Adjusting Attendance Boundaries (Requires Board action)

Adjusting attendance boundaries is an alternative student enrollment option that may be recommended by administration in the Annual Enrollment Report. Adjusting attendance boundaries is based upon data review and building utilization. This option requires Board action.

Adjusting Attendance Boundaries Procedures	
Step 1	As part of the annual enrollment review, administration reviews enrollment projections along with campus design capacity and projected building utilization.
Step 2	Staff analyzes alternative student enrollment options to best utilize facilities with consideration of projected student enrollment and programs by considering: <ul style="list-style-type: none"> • limiting/encouraging transfers • locating or relocating programs • utilizing portable classroom at a school • capping enrollment at a school • Adjusting attendance boundaries
Step 3	Attendance boundary adjustments may be initiated by the Board or the administration in the following circumstances: <ul style="list-style-type: none"> • opening a new school, • closing a school, or • when there is a need to balance enrollment based on a building that is over- or under-utilized. <p>This option will require Board action. Furthermore, this action initiates the school attendance boundary process with the SBOC [See the School Attendance Boundary Process section for full details.]. Per Board policy FC (Local), when student enrollment options require Board action or involve capping enrollment at a school and or terminating or moving an academic program, initial communication to the students, parents, and the community will be made by the Board President on behalf of the Board.</p>

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

(See [Exhibit G: Adjusting Attendance Boundaries Flowchart](#) for a process overview.)

Consolidating or Closing a School (Requires Board action)

Consolidating or closing a school is an alternative student enrollment option that may be recommended by administration in the Annual Enrollment Report. This option requires Board action. Furthermore, this action initiates the school attendance boundary change process with the SBOC [See the [School Attendance Boundary Change Process](#) section for full details.].

Consolidating or Closing a School Decision Procedures	
Step 1: Annual Enrollment Review	<p>Annually, the administration conducts the annual enrollment review, which includes analysis of the following data:</p> <ul style="list-style-type: none"> • student enrollment data, • updated enrollment projections, • current campus utilization, • an analysis of current zoned enrollment, • current academic program enrollment, • design capacity of each facility, • student transportation information, • demographic composition of each school, and • relevant student achievement data.
Step 2: Data Analysis	<p>Administration examines currently or projected under-utilized campuses against District program needs and capacity for program placement.</p> <p><i>Note: Board policy FC (Local) defines the efficient utilization range between 80% to 100% of design capacity.</i></p>
Step 3: Decision	<p>For a school that is currently or projected to be under-utilized, the administration may consider if consolidating or closing a school is the best resolution for efficient use of facilities. In addition, if a program cannot be housed within a current campus, the administration will consider if it is best to relocate the program or if a current campus should close and consolidate with another school so that the closed campus may house the program. The administration will review data and collect input from stakeholders. The decision process would be led by a committee, comprised of representatives from:</p> <ul style="list-style-type: none"> • Department of School Leadership, • Business and Finance Division, • Operations Division, • Strategic Planning, Monitoring, and Evaluation Division, • Human Resources Division, • Information Technology Division, and • Academic Affairs Division.

Consolidating or Closing a School Decision Procedures (Continued)

Step 4: Board Action	<p>Should the committee decide to consolidate a school or close a school, the Board will consider action/approval of consolidating or closing a school as an agenda item. Furthermore, this action initiates the school attendance boundary change process with the SBOC [See the School Attendance Boundary Change Process section for full details.]. If the committee decides to not consolidate schools or close a campus, then the committee will review program logistics for an alternate solution.</p> <p>Per Board policy FC (Local), when student enrollment options require Board action or involve capping enrollment at a school and or terminating or moving an academic program, initial communication to the students, parents, and the community will be made by the Board President on behalf of the Board.</p>
Step 5: Communication and Collaboration	<p>Following the decision, the administration will collaborate with various departments to implement the process of consolidating or closing a school. If the committee decides to close a campus, the committee will also review options as to how the building and land should be best utilized. This determination will be based on District needs, including programs.</p>

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

(See [Exhibit H: Consolidating or Closing a School Flowchart](#) for a process overview.)

Constructing an Addition to a School (Requires Board action)

Constructing an addition to a school is an alternative student enrollment option that may be recommended by administration in the Annual Enrollment Report. This option requires Board action.

The process to determine if a school addition should be constructed is as follows:

Constructing an Addition to a School Decision Procedures	
Step 1: Annual Enrollment Review	<p>Annually, the administration will conduct the annual enrollment review, which includes analysis of the following data:</p> <ul style="list-style-type: none"> • student enrollment data, • updated enrollment projections, • current campus utilization, • an analysis of current zoned enrollment, • current academic program enrollment, • design capacity of each facility, student transportation information, • demographic composition of each school, and • relevant student achievement data. <p>To best utilize facilities with consideration of projected student enrollment and programs, the administration may consider alternative student enrollment options, including:</p> <ul style="list-style-type: none"> • limiting/encouraging transfers, • locating or relocating programs, • utilizing portable classrooms at a school, • capping enrollment at a school, or • adjusting attendance boundaries. • Another option that may be considered is constructing an addition to a school.
Step 2: Data Analysis	<p>Upon analysis of the annual enrollment review data, the administration will consider if there is a need to explore the option of constructing an addition to a school. Through this process, the administration will consult with the Operations Division to determine if the current school site can accommodate the addition. If the current school site cannot accommodate the school addition, then the administration will collaborate with the Operations Division and the Business and Finance Division to determine if the school site can be expanded through land acquisition to accommodate the school addition. In addition, the Business and Finance Division will be consulted to determine funding availability for constructing an addition to a school either through the general fund or bond funding.</p>

Constructing an Addition to a School Decision Procedures (Continued)

<p>Step 3: Decision</p>	<p>The administration will review the data analysis to determine if constructing an addition to a school is necessary and feasible.</p> <p><i>Note: If the school site is not large enough to accommodate the addition and additional land to accommodate the addition cannot be acquired, then the administration will continue to review the annual enrollment review data to determine an alternative student enrollment solution (i.e. utilization of portable classrooms at a school, capping enrollment at a school, relocating programs).</i></p>
<p>Step 4: Board Action</p>	<p>Any recommendations relating to constructing an addition to a school will be considered by the Board for action/approval as an agenda item. Furthermore, this action initiates the school attendance boundary change process with the SBOC [See the School Attendance Boundary Change Process section for full details.].</p> <p>Per Board policy FC (Local), when student enrollment options require Board action or involve capping enrollment at a school and or terminating or moving an academic program, initial communication to the students, parents, and the community will be made by the Board President on behalf of the Board.</p>
<p>Step 5: Communication and Collaboration</p>	<p>Following the decision to construct the school addition and approval from the Board, land will be acquired (if necessary) and the school addition will be designed and constructed. The administration will collaborate with various departments regarding staffing, technology, instructional resources, furniture, special programs, Extended Day, Child Nutrition and transportation needs.</p>

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

(See [Exhibit I: Constructing an Addition to a School/New School Flowchart](#) for a process overview)

Constructing a New School (Requires Board action)

Constructing a new school is an alternative student enrollment option that may be recommended by administration in the Annual Enrollment Report. This option requires Board action.

Constructing a New School Decision Procedures	
Step 1: Annual Enrollment Review	<p>Annually, the administration will conduct the annual enrollment review, which includes analysis of the following data:</p> <ul style="list-style-type: none"> • student enrollment data, • updated enrollment projections, • current campus utilization, • an analysis of current zoned enrollment, • current academic program enrollment, • design capacity of each facility, • student transportation information, • demographic composition of each school, and • relevant student achievement data. <p>To best utilize facilities with consideration of projected student enrollment and programs, the administration may consider alternative student enrollment options, such as:</p> <ul style="list-style-type: none"> • limiting/encouraging transfers, • locating or relocating programs, • utilizing portable classrooms at a school, • capping enrollment at a school, • adjusting attendance boundaries, or • constructing an addition to a school. • Another option that may be considered is constructing a new school.
Step 2: Data Analysis	<p>Upon analysis of the annual enrollment review data, the administration will consider if there is a need to explore the option of constructing a new school. This process includes consulting with a demographer to review enrollment projections and the impact of building a new school to balance enrollment. The administration will consult with the Operations Division and Business and Finance Division to determine land available for acquisition. The administration will collaborate with the Business and Finance Division to establish a budget and determine available funds for constructing a new school and acquiring land.</p>
Step 3: Decision	<p>The administration will review the data analysis to determine if constructing a new school is necessary and feasible.</p> <p><i>Note: If building a new school is not feasible or selected as the best option, then the administration will continue to review the annual enrollment review data to determine an alternative student enrollment solution (i.e. utilization of portable classrooms at a school, capping enrollment at a school, relocating programs to or from a current school).</i></p>


Constructing a New School Decision Procedures (Continued)

Step 4: Board Action	<p>Any recommendations relating to constructing a new school will be considered by the Board for action/approval as an agenda item. Pending Board approval, the administration will move forward with the land acquisition.</p> <p>Per Board policy FC (Local), when student enrollment options require Board action or involve capping enrollment at a school and or terminating or moving an academic program, initial communication to the students, parents, and the community will be made by the Board President on behalf of the Board.</p>
Step 5: Communication and Collaboration	<p>After the land has been acquired, the new school will be designed and constructed. The administration will collaborate with various departments regarding staffing, technology, instructional resources, furniture, special programs, Extended Day, Child Nutrition and transportation needs. In addition, the school boundary change process with the School Boundary Oversight Committee will be initiated. [See the School Attendance Boundary Change Process section for full details.]</p>

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

(See [Exhibit I: Constructing an Addition to a School/New School Flowchart](#) for a process overview.)

EXHIBIT A – Commitment Agreement to Remain at Previously Zoned Campus

Fort Bend Independent School District COMMITMENT AGREEMENT TO REMAIN AT PREVIOUSLY ZONED CAMPUS	
Application Window: <i>(Applicable Dates Entered Here)</i>	

PLEASE PRINT - Complete all sections, sign and date. Please return the application to the front office of your current school.

STUDENT'S Full Name: Last		First		MI	STUDENT ID#:
PARENT'S Full Name: Last		First		MI	
RESIDENCE STREET ADDRESS:			APT #:	STUDENT'S BIRTH DATE:	GRADE LEVEL:
CITY AND ZIP CODE:	HOME PHONE:	WORK/CELL PHONE:	E-MAIL ADDRESS:		
STUDENT'S PREVIOUSLY ZONED CAMPUS:			NEWLY ZONED CAMPUS:		

REASONS FOR APPROVAL	REASONS FOR DENIAL
<p>Please mark only one box below:</p> <p><input type="checkbox"/> Student was affected by attendance boundary zone changes for the 20XX-XX school year and is eligible for a transfer for one of the following reasons:</p> <ul style="list-style-type: none"> <input type="radio"/> Student is entering grade 5 or grade 8 (provided projected utilization for requested school does not exceed 100 percent) <input type="radio"/> Student is entering grade 11 or grade 12 <p>Please note: The student <u>will not</u> be eligible for District provided transportation.</p> <p><input type="checkbox"/> FC(Local): Provisions for students affected by previous boundary changes who have had to attend different schools at least three or more years consecutively, and students affected by a previous boundary change while attending the same level (elementary, middle, high).</p> <p>**NOTE: Transfer applications must be submitted within the transfer window.</p>	<p>Reasons for denying this application shall include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Falsification of any information on or for this application. 2. Failure to provide enrollment information or documentation required by the District.

Agreement

In signing this application, I agree that all of the information I am providing to FBISD is true and accurate. I agree to all of the conditions set forth within this application, all those written in District procedures, and all School Board policies governing student enrollment.

1. I am aware that my child may be approved for only one *Commitment Agreement*. Should my student return to his/her zoned school, the student will not be permitted to apply for another *Commitment Agreement*.
2. The falsification of any information provided on this application or on my student's school registration documents will be grounds for denying this application.
3. I understand that I am responsible for my student's transportation to/from school. District transportation will not be provided.
4. Siblings of students affected are not eligible for this Commitment Agreement and must attend their zoned school.

Acknowledgement Statement and Parent/Legal Guardian Signature	
I confirm by my signature below that I have read and acknowledge the information related to the FBISD <i>Commitment Agreement</i> process, as well as items 1-4 listed above under <i>Agreement</i> . In signing this form, I also agree to all of the conditions set forth within the <i>commitment</i> process as stated on this form, in District procedures, and in School Board policy.	
Signature of Parent/Legal Guardian:	Date:
Parent/Guardian Comments:	

SPACE BELOW FOR DEPARTMENT OF STUDENT AFFAIRS USE ONLY

VERIFICATION <input type="checkbox"/> Was enrolled _____ campus in 20XX-XX DATE/INITIAL _____	<input type="checkbox"/> APPROVAL <input type="checkbox"/> DENIAL	SIGNATURE _____	DATE _____
COMMENT(S) _____			

<input type="checkbox"/> Entered onto spreadsheet	<input type="checkbox"/> Email	<input type="checkbox"/> Headcount	<input type="checkbox"/> Update decision onto spreadsheet
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*FBISD Department of Student Affairs • 16431 Lexington Blvd., Ste. 101 • Sugar Land, Texas 77479
Phone (281) 327-2829 • Fax (281) 327-2830 • student.affairs@fortbendisd.com*

EXHIBIT B – Commitment Agreement Application Response Email (Sample)

This is an important message from the FBISD Department of Student Affairs

<DATE>

STUDENT:

SCHOOL:

GRADE FOR 20XX-XX:

Congratulations, your child's Commitment Agreement application for 20XX-XX has been approved.

Please confirm with the campus registrar, at the approved campus **by <DATE>**, to activate your child's student transfer for the 20XX-XX school year. Should you no longer wish to continue with this Commitment Agreement for your child, please contact the Department of Student Affairs via Student.Affairs@fortbendisd.com or 281-327-2829.

FC (Local): Provisions for students affected by previous boundary changes who have had to attend different schools at least three or more years consecutively, and students affected by a previous boundary change while attending the same level (elementary, middle, high).

Sincerely,

Department of Student Affairs

CC: Transfer school principal/Registrar

Zoned school principal/ Registrar

EXHIBIT C – SBOC Member Term Resignation Form

School Boundary Oversight Committee (SBOC) members will serve overlapping, two-year terms beginning on February 1 with a maximum length of service of three consecutive terms. At the end of each term, SBOC members have the option to resign. A member may also resign at any point in their term of service through an off-cycle resignation.

Directions: Please complete this form at the end of your SBOC term to indicate if you would like to resign from the committee. In addition, please complete this form if you would like to resign from the committee due to another reason at any point in your service term.

Member Name: _____

Academic Year of Initial Term: _____

Number of Terms Served: _____ **Number of Terms Remaining:** _____

_____ **RESIGN:** I would like to **resign** my service on the School Boundary Oversight Committee for another term and choose to resign from the committee. I understand this decision is irrevocable and I may not reinstate my service to the committee.

OFF-CYCLE RESIGNATION

_____ **OFF-CYCLE RESIGNATION:** I would like to resign from the School Boundary Oversight Committee for another reason. I understand this decision is irrevocable and I may not reinstate my service to the committee. (This option may be selected at any point in a member's term of service.)

Reason: _____

Signature

Date

EXHIBIT D – Example Communication Plan

Event/Action Item
<ul style="list-style-type: none"> • Develop Communication Plan to recruit applicants for the School Boundary Oversight Committee (SBOC).
<ul style="list-style-type: none"> • Create application form. • Test form before distribution. • Provide form for the Communications Department for approval.
<ul style="list-style-type: none"> • Communicate with Department of School Leadership. • Draft email for distribution to parents and community. Provide email to the Communications Department for approval. • Draft email to principals to provide information so they may promote the opportunity to parents and community members.
<ul style="list-style-type: none"> • Provide information to principals via the Principals’ Newsletter (<i>Note: If the Principals’ Newsletter is not available, then obtain permission to email the principals directly</i>).
<ul style="list-style-type: none"> • Collaborate with the Communications Department regarding plan to distribute the email with the link to the following audiences: <ul style="list-style-type: none"> ○ All parents ○ Board Leadership Academy graduates ○ HOAs ○ Other community contacts they may deem appropriate for recruiting community members. • Collaborate with student leadership groups to invite students to observe and provide input to the committee (VOICES, Leadership 101/102). • Collaborate with Collaborative Communities so an email may be shared with Parent Educators to promote the opportunity.
<ul style="list-style-type: none"> • Disseminate news release and parent message via FBISD social media, local news media, Blackboard connect, staff email blast, and HOA distribution list. • SBOC webpage goes live
<ul style="list-style-type: none"> • SBOC Application Window • The SBOC application will be available on the District’s website electronically and in paper-based formats <ul style="list-style-type: none"> ○ A link to the application will be emailed to parents using the email address on file. ○ A link to the application will be emailed to Board Leadership Academy graduates. ○ Students will be invited to observe and serve as a resource for the committee. ○ The form may be provided via HOAs so that community members who may not have a child attending FBISD may be aware of the application opportunity.
<ul style="list-style-type: none"> • SBOC Application Review Process
<ul style="list-style-type: none"> • Submit SBOC Committee Membership with Board Documents or in weekly Board Update
<ul style="list-style-type: none"> • Board Consideration of SBOC Membership

EXHIBIT E – Locating or Relocating Programs Flowchart

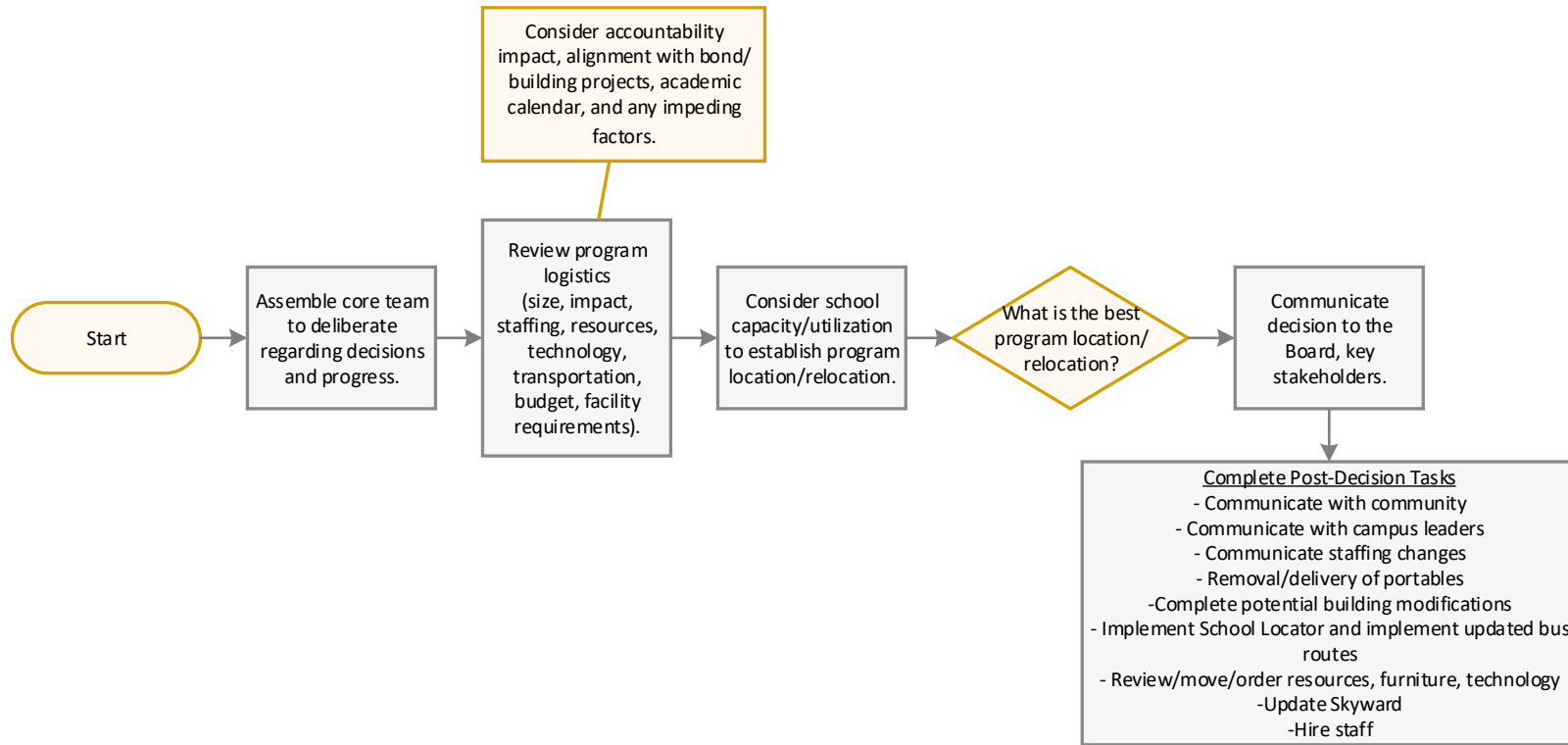


EXHIBIT F – Capping Enrollment at a School Flowchart

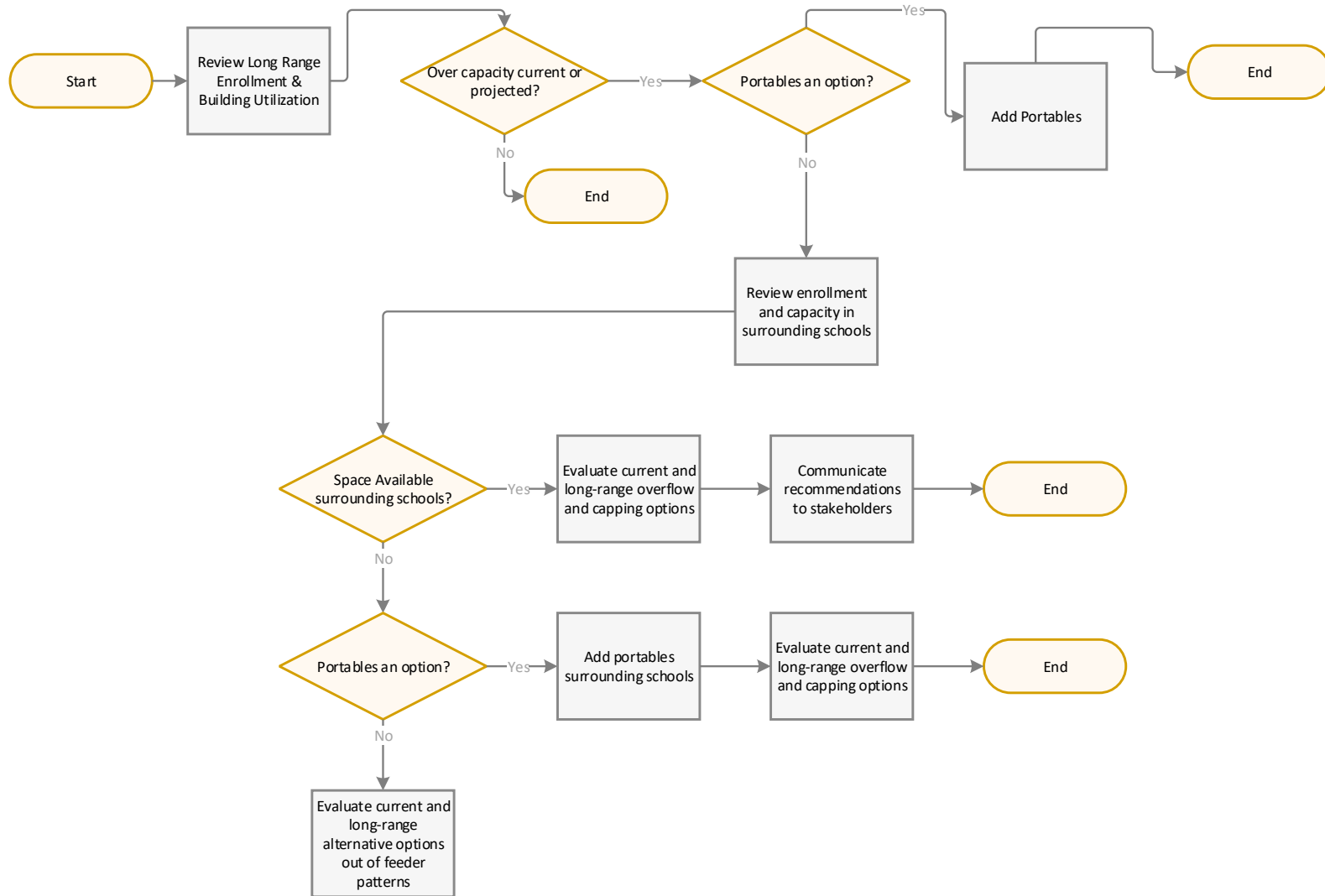


EXHIBIT G – Adjusting Attendance Boundaries Flowchart

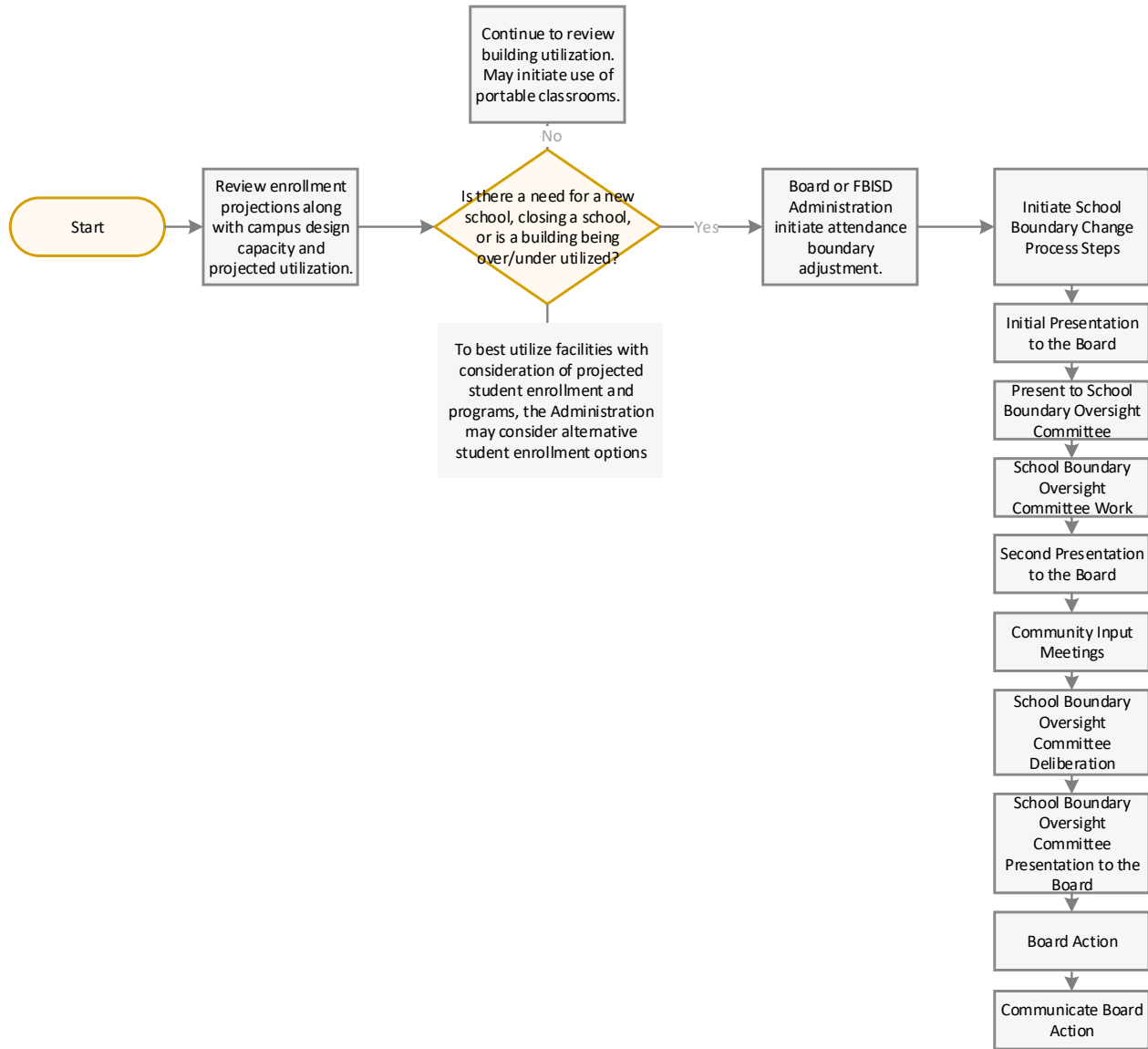


EXHIBIT H – Consolidating or Closing a School Flowchart

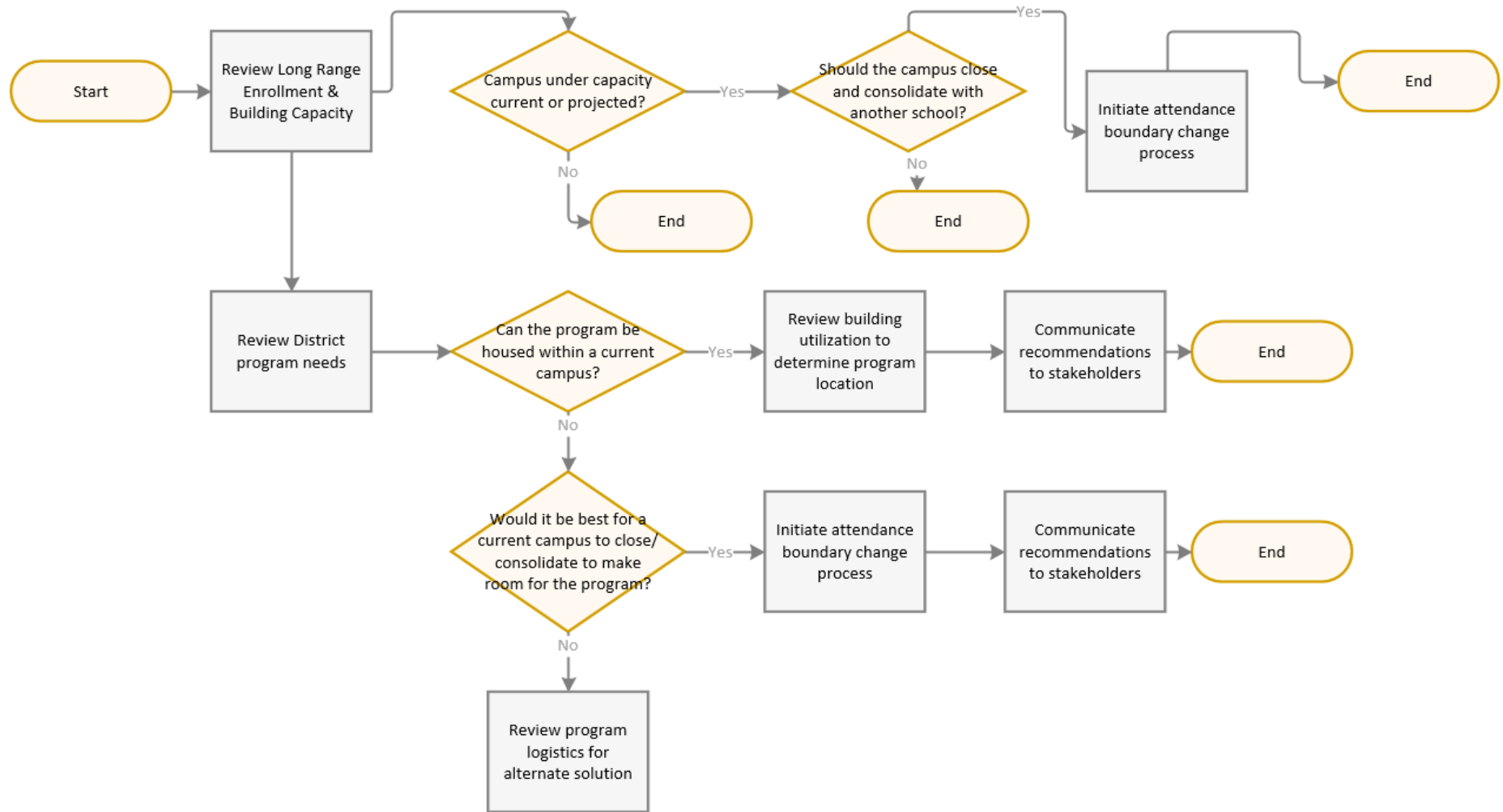


EXHIBIT I – Constructing A School Addition/New School Flowchart

