

Board Policy 6200

The recommendations made by staff are rooted in Board Policy 6200 (a copy of which is included in these materials). That policy calls on staff to utilize six factors in making recommendations. As stated in the policy, “All of the following factors, not in priority order, will be used in the development of the annual student assignment plan. While absolute balance of each factor across all schools is not achievable, comparability between neighboring schools in regard to each factor is the desired outcome of the student assignment process.”

The six factors are:

1. Create balance across schools in the distribution of students who have higher needs
2. Seek optimal utilization of each school’s long-range capacity and reduce utilization of mobile or modular classrooms
3. Improve alignment of student assignment with the objectives of the Magnet School Program
4. Whenever possible move students together across levels and adhere to K-5, 6-8, 9-12
5. Whenever possible assign for at least three years
6. Consider proximity of nodes to assigned schools

Growth Is The Primary Driver

The opening of the ten new schools is the primary driver for most of the staff recommendations. When a new school opens, students need to be assigned to that school. Consideration of proximity means that neighboring schools will lose significant numbers of students to the new school. In order to maintain efficient utilization of those neighboring schools, other schools farther away may need to lose students to the schools closest to the new school. The “domino effect” can extend to a large number of schools as staff works to achieve optimal utilization.

Many of the recommendations made by staff are designed to accomplish multiple goals. For example, if a school needs to receive students to maintain optimal utilization and if that school already has a higher percentage of students with higher needs than neighboring schools, staff sought to identify potential nodes for assignment that would help improve both the utilization and the percentage of students with higher needs.