



Blue Valley Schools Boundary Criteria

History of Boundary Criteria

Since 1985, seven criteria served as the guidelines for evaluating boundary alternatives. The boundary criteria were revised in 1987, 1994, 1995, 1996, 2000, and in 2003. The criteria serve as a common philosophical base from which to evaluate different boundary alternatives. The 2003 revisions included expanding the criteria from seven to nine factors and developing separate boundary criteria for new schools and existing schools. The Board took a survey that prioritized the criteria by importance for boundary considerations at new and existing facilities. Two public forums were held to gain patron input that resulted in the Board modifying the initial rank ordering. The prioritized list for existing schools was reaffirmed by the Board on July 20, 2015, for the 2015-16 Facility Planning Committee.

Boundary Criteria for Existing Schools

There are nine Boundary Evaluation Criteria that are considered when redistricting school boundaries in established areas. They are listed in preferred order as established by the Board of Education. The preferred order does not suggest that each criteria needs to be satisfied in its entirety before proceeding to the next criteria. The goal is to satisfy as many criteria as completely as possible. As a result, some of the higher criteria may at times not be satisfied in order to meet a majority the criteria listed. The Criteria are to be used by the Facility Planning Committee as they develop and evaluate various alternative boundary plans. The Board of Education will consider the Criteria as they decide on a final boundary plan.

1. Projected Enrollment and Building Utilization

This factor considers building utilization, student enrollment, staffing needs and the educational program(s). Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building. Efficient building utilization should attempt to maximize student population without exceeding capacity long-term.

2. Duration of Boundaries

This factor addresses the ability of an attendance area to accommodate the anticipated enrollments for a projected period. Where possible, attendance areas should be stabilized to limit the number of boundary changes experienced by students. In established areas with little or no demographic change projected, boundaries should be planned to last for a significant period of time.

3. Fiscal Considerations - Operational

Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economies of scale. This factor should consider staffing requirements, educational program needs, and other operational costs.

4. Feeder System Considerations

Where possible, create boundaries between elementary, middle, and high schools in an effort to have as many schools as possible at each educational level advance students as one group to the next higher educational level. When changing boundaries, where possible, avoid situations where small numbers of students will be split from a larger group when transitioning from elementary to middle school or from middle to high school.

5. Neighborhoods Intact Within Attendance Areas

Where possible, boundaries should be structured to maintain a neighborhood within one school's attendance area. Neighborhoods should not be split between two schools. A neighborhood is defined as the smallest division of a subdivision and/or an area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way.

6. Contiguous Attendance Areas

Where possible, contiguous attendance areas should be maintained.

7. Students Impacted by a Boundary Change (SIBC)

SIBC determines the number of students that will be impacted by a boundary change. Where possible, minimize the number of existing students impacted by a boundary change. Consideration should be given that not only can too many students be affected by a potential boundary change, but also that moving a small number of students from one particular school could have a negative impact as well.

8. Transportation Considerations

While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries.

9. Fiscal Considerations - Capital

The impact on capital costs should be considered. This factor should consider new facility construction, building additions and/or remodeling, mobile classrooms, demountable wall relocations, and other capital costs.

Boundary Criteria for New Schools

There are nine Boundary Evaluation Criteria that are considered when redistricting school boundaries for new schools. They are listed in preferred order as established by the Board of Education. The preferred order does not suggest that each criteria needs to be satisfied in its entirety before proceeding to the next criteria. The goal is to satisfy as many criteria as completely as possible. As a result, some of the higher criteria may at times not be satisfied in order to meet a majority the criteria listed. The Criteria are to be used by the Facility Planning Committee as they develop and evaluate various alternative boundary plans. The Board of Education will consider the Criteria as they decide on a final boundary plan.

1. Projected Enrollment and Building Utilization

This factor considers building utilization, student enrollment, staffing needs and the educational program(s). Where possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building. In determining a boundary change for a new school, building utilization analysis should account for the rapid growth and development over the five year period of the proposed attendance area.

2. Fiscal Considerations - Operational

Where possible, boundaries should be planned to maximize district resources in a fiscally responsible manner and take advantage of economies of scale in light of projected growth. In consideration of projected growth, it may not be possible to maximize district resources to take advantage of economies of scale. This factor should consider staffing requirements, educational program needs, and other operational costs.

3. Duration of Boundaries

This factor addresses the ability of an attendance area to accommodate the anticipated enrollments for a projected period. Where possible, attendance areas should be stabilized to limit the number of boundary changes experienced by students. For new schools, attendance areas should be planned to allow a new school to grow into its building capacity over a period. Boundaries may need to be changed more often in a new school to accommodate projected overcrowding.

4. Feeder System Considerations

Where possible, create boundaries between elementary, middle, and high schools in an effort to have as many schools as possible at each educational level advance students as one group to the next higher educational level. When changing boundaries, where possible, avoid situations where small numbers of students will be split from a larger group when transitioning from elementary to middle school or from middle to high school.

5. *Neighborhoods Intact Within Attendance Areas*

Where possible, boundaries should be structured to maintain a neighborhood within one school's attendance area. Neighborhoods should not be split between two schools. A neighborhood is defined as the smallest division of a subdivision and/or an area that can be subdivided by a natural line of demarcation, such as a stream or major traffic way.

6. *Contiguous Attendance Areas*

Where possible, contiguous attendance areas should be maintained.

7. *Students Impacted by a Boundary Change (SIBC)*

SIBC determines the number of students that will be impacted by a boundary change. Where possible, minimize the number of existing students impacted by a boundary change. Consideration should be given that not only can too many students be affected by a potential boundary change, but also that moving a small number of students from one particular school could have a negative impact as well.

8. *Transportation Considerations*

While students may not necessarily attend the closest school; distance, transportation time, and routing should be considered, and minimized where possible, in formulating attendance boundaries.

9. *Fiscal Considerations - Capital*

The impact on capital costs should be considered. This factor should consider new facility construction, building additions and/or remodeling, mobile classrooms, demountable wall relocations, and other capital costs.