



MEETING OF: February 12, 2013

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TITLE: Recommendations from Regional Boundary Committee Meetings on Attendance Area Changes for the 2013-2014 School Year for School Consolidations

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ITEM #: 7

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Information:

Study:

Action: X

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PURPOSE:

To present the recommendations from three regional boundary committees relative to school boundary changes to implement the consolidations of the schools approved for closure as part of the School Master Plan. Pending court approval, these changes will be implemented for the 2013-2014 school year.

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DESCRIPTION AND JUSTIFICATION:

After the approval of school consolidations, staff contacted principals of all sending school and all potential receiving schools to recommend staff and parents from each affected school for boundary committees. The committees were formed, in accordance with Policy JC, to consider boundaries for consolidated schools in three regions of the district. The membership of those committees is attached as Exhibit A.

Policy JC directs the committees to make recommendations to the Superintendent regarding attendance boundary changes, after holding at least two, well-noticed public meetings. The boundaries are to be based on:

- current and projected school enrollment
- school building capacities
- student transportation
- feeder patterns
- current and planned instructional programs
- natural and legal parameters such as:
  - neighborhood boundaries
  - natural boundaries
  - current and future subdivision growth
  - ethnic mix

The Unitary Status Plan provides similar direction:

"The District shall review and/or redraw its attendance boundaries when it opens a new school; closes, repurposes or consolidates a school; alters the capacity of a school; or designates a school without an attendance boundary. The Parties anticipate that such changes may result in the redrawing of some attendance boundaries. When the District draws attendance boundaries, it shall consider the following criteria: (i) current and projected enrollment; (ii) capacity; (iii) compactness of the attendance area; (iv) physical barriers; (v) demographics (i.e., race, ethnicity, growth projections, socioeconomic status); and (vi) effects on school integration. In applying these criteria, the District shall propose and evaluate various scenarios with, at minimum, the Plaintiffs and the Special Master in an effort to increase the integration of its schools."

The committees each met once in mid-January to discuss their charge, the proposed boundaries, programs in the schools and other transition elements. They then attended at least one of the two public meetings that were held for the boundaries in each region. A letter (in English and Spanish) noticing these meetings was mailed to parents of all students in the sending and receiving schools including fifth graders in schools that are proposed as K-6 schools next year and all K-5 students in middle schools that have been designated for closure. In all, approximately 14,000 letters were mailed. The schedule for these meetings is attached as Exhibit B.

Presentations at the public meetings included a summary of the School Master Plan considerations and process to inform any attendees that had not participated in those meetings, and it included a presentation of the proposed boundaries along with the projected enrollment, capacity and utilization of the receiving schools. Attendees were also informed of the transition process and asked to provide comments relative to the transition (see Exhibit C). The meetings ended with a survey (Exhibit D) to assess:

- the pros and cons of the proposed boundaries
- the importance of elements of securing the schools
- valuable aspects of their current schools and what they would like to see in the new schools

Exhibit E is a summary of the results of surveys. All of the meetings included materials in English and Spanish and translators were available for Spanish speakers and ASL attendees.

After the public meetings, each committee met one more time to recommend boundaries and discuss approaches to improve the transitions. Exhibit F provides the recommended boundaries and notes from committee and staff discussions. The sending and receiving schools are essentially unchanged from the information presented in the School Master Plan, though some adjustments have been made to the boundaries to accommodate better access, improve feeder patterns and ensure a clear and consistent approach to providing K-8 and middle school options.

Bryant Nodine and Vivian "Candy" Egbert will be available to answer questions.

HOW THIS RELATES TO SUPERINTENDENT'S GOAL(S): These boundaries, from the consolidations of the School Master Plan, will directly affect Achievement, Student Enrollment, Transportation, Customer Service, Desegregation and School Master Plan. This project will be coordinated to support these goals and the unitary status plan. Specific impacts have been assessed and are included with each boundary recommendation.

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BOARD POLICY CONSIDERATIONS:

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LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

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Legal Advisor Signature (if applicable)

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BUDGET CONSIDERATIONS:

\_\_\_\_\_ District Budget  
\_\_\_\_\_ State/Federal Funds  
\_\_\_\_\_ Other  
Budget Cost      Budget Code

Budget Certification (for use by Office of Financial Services only):

Date  
I certify that funds for this expenditure in the amount of \$ are available and may be:  
Authorized from current year budget  
Authorized with School Board approval  
Code:      Fund:

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INITIATOR(S):

Bryant Nodine, AICP, Planning Services Program Manager 02/06/2013

Name

Title

Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:

<b>Click to download</b>
No Attachments Available

TUCSON UNIFIED SCHOOL DISTRICT

BOARD AGENDA ITEM  
CONTINUATION SHEET