

**Optimal Site/School Boundary Change Considerations  
Proposed Criteria and Measurements**

<b>Proposed Criteria</b>	<b>Considerations from AD 4.10.049</b>	<b>Explanation</b>	<b>Possible Measure(s)</b>
<b>Stability</b>	Stable feeder pattern	<p>Allow as many students as possible to continue together from one school level to the next.</p> <p>Have each K-5 school preferably feeding one and no more than two middle schools, and each K-8 or middle school preferably feeding one and no more than two high schools.</p>	<p># Middle schools catchments with split HS catchments</p> <p>% of all 9-12 students in a MS catchment that splits at HS</p> <p># Middle schools catchments feeding to &gt;2 HS Catchment</p> <p>% of all 9-12 students in a MS catchment that splits to &gt;2 HS catchment</p>
	Limited impact on students	<p>Affect the smallest number of students possible.</p> <p><i>Avoid causing students who have continued to reside in a particular geographic area to be affected by a boundary change more than once at a particular school level.</i></p> <p><i>Avoid separating small numbers of students from their classmates when they move to a school at the next level.</i></p>	# of students feeding to new schools (at end of transition phase)
	Stable program and enrollment in surrounding schools	<p><i>Establish attendance areas that will not necessitate frequent changes.</i></p> <p>Consider the potential program and enrollment impact at nearby schools.</p>	

*THESE STAFF DOCUMENTS ARE WORKING DRAFTS. As PPS develops an implementation plan for high school redesign, staff are researching and evaluating many different hypothetical options for program distribution, school locations and other decisions.*

Proposed Criteria	Considerations from AD 4.10.049	Explanation	Possible Measure(s)
Diversity	Diverse student body demographics	<p>Aim to more closely reflect the broad range of <b>language</b>, cultural, and socio-economic backgrounds of the PPS student population.</p> <p>Consider the different learning needs of the student body</p>	# of HS Catchments >50% FRM or below 25%
Proximity	Compact boundaries	<p>Promote safer routes to schools by limiting the number of natural and human-made physical boundaries students must cross to and from school and considering the availability of sidewalks and bicycle lanes.</p> <p>Promote a sense of community by keeping neighborhoods together as much as possible.</p> <p>Minimize transportation times and distances.</p> <p>Minimize the assignment of students away from schools in close proximity to their residence.</p>	<p># of students who have greater travel times</p> <p># of students assigned to a HS further than closest based on time data</p> <p># of students assigned to a HS further than closest distance data</p> <p>% of students that have &lt; 20 minute commute.</p> <p>% of students that have a 15 to 30 minute commute.</p> <p>% of students that have greater than 30 minute commute</p>
Optimal Utilization	Optimal use of existing facilities	<p>Minimize additional expenses for transportation and modification to facilities.</p> <p>Maximize conservation of natural resources such as natural gas, oil, gasoline and electricity.</p> <p>Ensure that projected student enrollment supports an adequate academic curriculum.</p>	<p>Schools with neighborhood student counts above/below recommended ranges (1200-1350 enrollment)</p> <p># of buildings that will be over capacity</p>

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