

# BISD Campus Boundary Committee (CBC)

Kris Bradley, Committee Co-Chair  
Michelle Hyland, Committee Co-Chair

*March 21, 2024*

- Welcome
- Dinner
- Review Committee Charge and Meeting Norms
- Review Feedback from Meeting 2
- Review Guidelines for Selecting Boundaries
- Overview of Boundary Options
- Consensus Protocol
- Grandfathering
- Next Steps



**CBC Resources**

# Charge of the Committee

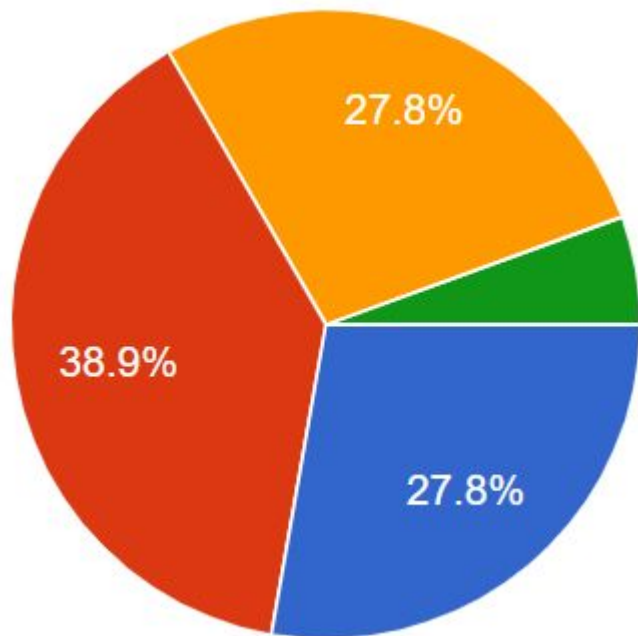
The goal of the CBC is to ensure that parents, staff, and community members have the opportunity to review current campus attendance boundaries and propose new campus attendance boundaries that will accommodate the opening of VWES.

The CBC is an ad hoc advisory committee, representing various stakeholders of the district community.

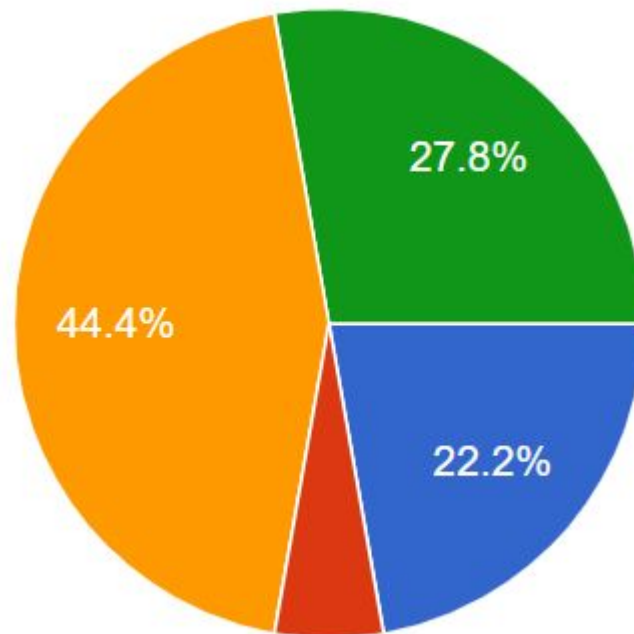
The committee will work to reach consensus on proposals to move forward for consideration by the greater community and ultimately the Board of Trustees.

- Listen with an open mind
- Actively participate in the work
- Be prepared to share your thoughts and perspective
- Make recommendations by consensus
- BISD staff are here to serve as a resource

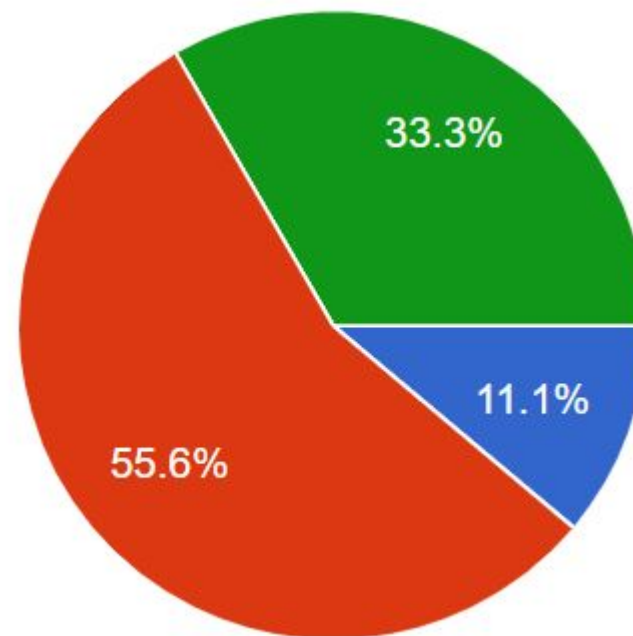
What option would be your 1st choice?



What option would be your 2nd choice?



Is there a choice you would eliminate?



- Option 1
- Option 2
- Option 3
- Option 4

Conclusions from survey results and comments:

- Overall, Option 3 is a popular option, and it was the only option not recommended for elimination.
- Option 2, was both popular and unpopular. In reviewing the responses, this is because most people wanted adjustments to option 2. Feedback was that KES filled to quickly.
- Option 1 came in 3rd on all three questions. In reviewing results, this is because most people wanted adjustments to option 1.
- Option 4 was the least popular option for 1st choice, and had the second highest percentage for elimination. Feedback was that the option did not provide enough relief for VRES.

# Guidance for Selecting Boundaries

- Consider campus enrollments and capacities
- Consider travel times and roadways
- Avoid splitting neighborhoods
- Look to use natural boundaries for dividing lines (major roads, green spaces, creeks, etc. where possible)
- Minimize changes to current middle school and high school zones

# Boundary Options for Consideration

## Option 1 (revised)

**VWES opens:** 469 (fills 31-32)

**Enrollment relief:** FES, KES, VRES

**1st campus at 100%:** FORES (24-25)

**1st campus 120%:** FES/KES (30-31)

**Middles School Feeder:** FES splits 87% to BMSN, 13% to BMSS

## Option 2 (revised)

**VWES opens:** 464 (fills 29-30)

**Enrollment relief:** FES, FORES, KES, VRES

**1st campus at 100%:** VRES (26-27)

**1st campus 120%:** CCES (30-31)

**Middles School Feeder:** FES 100% to BMSN

## Option 3

**VWES opens:** 522 (fills 30-31)

**Enrollment relief:** FES, FORES, KES, VRES

**1st campus at 100%:** VRES (26-27)

**1st campus 120%:** FES/CCES (30-31)

**Middles School Feeder:** FES splits 85% to BMSN, 15% to BMSS



## Responses:

Level 1: I strongly agree that this option is the right choice and can support it.

Level 2: I accept this option and will support the implementation of this choice.

Level 3: I can live with this option and will support the implementation of this choice

Level 4: I have concerns and cannot support this option at this time.



Sometimes when implementing new school boundaries, districts allow certain students to remain at the campus they were previously zoned for. We commonly refer to this practice as “*grandfathering*”.

The more students you “grandfather” the less enrollment relief you achieve. Districts typically only consider rising 5th graders for grandfathering when it comes to elementary zones.

Families that take advantage of grandfathering to have their student remain at a campus must provide their own transportation.

# Next Steps



Thank you!