

Missoula County Public Schools  
Elementary Attendance Boundary Study 2018-19  
**FRAMEWORK FOR SELECTING BOUNDARIES**  
01/25/19

The Advisory Committee will be making a recommendation to the MCPS Board of Trustees on any required adjustments to elementary school attendance boundaries.

The framework for making the recommendations will be based on goals, guiding principles, boundary criteria, and policies. Any proposed boundary alternatives will need to be weighed and evaluated on how each addresses the goals/objectives, guiding principles, additional boundary criteria and consideration for how policies can reduce negative impacts in the short term and for special cases.

### **FRAMEWORK FOR GUIDING BOUNDARY CHANGES**

- **Goals and Objectives:** Desired results of boundary changes
- **Guiding Principles:** Existing principles of the adopted Strategic Facilities Plan that apply to boundary changes
- **Additional Boundary Criteria:** Other specific criteria for boundary changes – ***Need review and recommendation by Advisory Committee***
- **Policies:** Measures to reduce initial impacts of any boundary change and to address special cases – ***Need review and recommendation by Advisory Committee***

### **Goal/Objectives**

The goal of this study is to: **Balance building utilization and reduce overcrowding in schools.**

The following objectives are desired as part of the goal:

- a. Allow room for growth at each school
- b. Minimize the need for future attendance area adjustments – at least within a 10-year window
- c. Adhere to state accreditation standards for class size and school size
- d. Impact the least number of students in the short term

### **Guiding Principles**

Existing guiding principles of the Strategic Facilities Plan that also are criteria for this study include the following.

- a. Schools are sized to support effective collaborative teams of 3-6 teachers/staff per grade level in elementary and middle school or in grade level houses, career pathways or academies in high schools
- b. Schools are geographically dispersed to maintain flexibility regarding changes in enrollment over time
- c. Schools are located to support walking and bicycling to school, maximizing the number of students within ¼- ½mile of Elementary Schools. (*Note: this includes consideration of major geographical features such as roads, rivers, railroads, trails,*

- sidewalks, and topography that may affect the safety of students walking or biking to school.)*
- d. Schools should be located in areas with diversified housing options (range of size, age and price) to support elementary schools of 350-450 students
  - e. Maintain neighborhood PK-5 schools to the greatest extent possible. *(Note: In this context, this is about neighborhood context and relationships with schools rather than building maintenance.)*

### **Additional Criteria for Guiding Boundary Changes**

The following are draft additional criteria for the Advisory Board consideration.

- a. Avoid bussing that takes a student more than 20 minutes one-way.
- b. Transportation goals/values around bussing logistics and costs
- c. Consider effect of middle school placements.
- d. Equity in schools in terms of socioeconomic mix, student achievement/performance, special programs without excessive bussing or disruption to neighborhood cohesion  
(Note: Consider district wide averages/goals for each school of students of color, students impacted by poverty, students who receive support from various programs or students identified as Gifted/Talented)

### **Policies**

Policies are intended to reduce short-term negative effects of boundary changes to and to provide for consideration for special cases that may occur over the next ten years or so.

- a. Treatment of grandfathering in current students (and for how long)
- b. Treatment of siblings who haven't entered school yet (and for how long)
- c. Criteria for access to special programs with a goal of equality of access