



District-wide Boundary Task Force

Final Report

June 18, 2018

Executive Summary

As part of the Green Bay Area Public School District Board of Education's strategic mission, goals, and priorities, the Board of Education facilitated the creation of a community-based volunteer task force to study the District's established boundaries of its elementary, middle and high schools. The Boundary Task Force was formed and held meetings open to the public from November 2017 through May 2018. This report represents the outcome of that work.

The charge to the Boundary Task Force by the Board of Education was to study the current enrollment/attendance area of each of the District's buildings. The Board of Education's directive was to have the Boundary Task Force consider the following governance question: "What are the short-term and long-term solutions to best address student enrollment and space capacity across the district?" The Boundary Task Force conducted research including, but not limited to: current enrollment trends, enrollment inequities, potential for attendance area growth/decline, transportation services, increasing student mobility, changing demographics of the District's population, and elementary/middle/high school feeder patterns.

During the time the Boundary Task Force met, four issues gravitated to the top and have guided the Boundary Task Force in their pursuit of recommendations and potential solutions that the Board of Education may consider.

1. Some District facilities, even after referendum updates, are at capacity or slightly overcapacity on the east side of the district, in particular Preble High School and Edison Middle School.
2. Some District facilities have capacity on the west side of the district.
3. The east side has both available land and plans in place for new housing developments, which may generate additional students.
4. The existing socioeconomic diversity of the District is viewed as an asset and should always be considered by the Board of Education when decisions are made.

The above four issues are addressed in this report to the Board of Education through the recommendations of the Boundary Task Force, providing short-term and long term solutions regarding student enrollment and space capacity across the District. In brief, these are the following ideas the Boundary Task Force recommends the Board of Education consider in order to strive for more uniform capacity throughout the District's schools. The below options are not ranked in any particular order and while they were developed are supported by the majority, they were not supported unanimously.

- Support popular specialty programs in areas of the district where enrollment capacity is available.
- Explore additional transportation opportunities to specialty programs located where enrollment capacity is available.
- Market all programs of the District and expend the necessary budget dollars to accomplish this under the direction of the District administration.
- Shift school feeder patterns to increase enrollment at west side schools. Provide parents participatory choices including "grandfathering."

- Monitor east side development and inform residents of the need to support an additional school on the far east side to accommodate known student growth.
- Sweeping boundary changes are not a recommendation of this Task Force.

Parents have more choice now than ever. The Boundary Task Force recommends the Board consider providing children and their parents with opportunities that will help them choose Green Bay Area Public Schools as their school of choice.

Final Report

The Green Bay Area Public School District Board of Education is committed to providing rigorous and relevant academic experiences to students. The Board continues to lead the District to ensure all students are college, career and community ready. As the Board works to fulfill its strategic priorities, it also seeks to engage the greater community in efforts to maximize effectiveness and efficiency in the delivery of its mission.

To that end, the Board facilitated the creation of a volunteer task force made of community members to study the District established boundaries of its elementary, middle and high schools. The Boundary Task Force was formed and held its first meeting on November 15, 2017. A schedule of monthly meetings was set with the goal of the Boundary Task Force finishing its work in early summer of 2018.

Boundary changes are one of the most difficult things a Board of Education and community contemplates. Parents, as a rule, trust the schools their children attend. School spirit and community camaraderie become important to the success of the individual school, and as such, boundary changes are infrequent and always carefully considered. However, the educational landscape is rapidly changing. Parents have more choices now than ever before. Parents can choose enrollment options for their children to attend a neighborhood school, a school across town, a school in a different school district or a voucher school. All of these choices tend to erode the hard necessity of having school boundaries. The Green Bay Area Public School District prides itself in being a leader in the work of educating children for college, career and the community. Can school attendance area boundary changes positively impact the values of the District: equity, engagement and excellence? The work the Boundary Task Force completed will assist the Board of Education in answering that question.

The history of school attendance boundary changes in the Green Bay Area Public Schools shows several changes from 1955 to 1970 that were driven by school consolidation. After 1970, boundary changes were affected primarily due to population growth in specific sections of the Green Bay Area Public Schools attendance area that caused overcrowding in schools and/or the construction of entirely new school buildings. Boundary changes did occur frequently between 1976 and 1999. The opening of Red Smith School in 1999, marked the end of significant boundary changes. The Green Bay Area Public School District has had remarkably stable student population during the past 18 years experiencing a modest overall increase during this timeframe.

The charge to the Boundary Task Force by the Board of Education was to study the current enrollment and attendance area of each of the District's schools. The Board of Education's directive is to have the Boundary Task Force consider the following governance question: "What are the short-term and long-term solutions to best address student enrollment and space capacity across the District?" The question is incredibly complex and the needed research takes into consideration all aspects of the District including, but not limited to:

- current enrollment trends
- enrollment inequities
- potential for attendance area growth/decline
- transportation services

- increasing student mobility
- fiscal responsibility
- changing demographics of the District's population
- state/federal law
- instructional practice/programming that meet student needs
- maintaining neighborhood schools
- elementary/middle/high school feeder patterns
- contiguous attendance areas
- using data to drive recommendations
- recommendations in the best interest of students and families
- conducive to growth
- aligned to District's Mission, Vision and Strategic Priorities
- minimizing future impact
- accounting for the voice of all stakeholders

This is no small task, as well as extremely complex and emotionally charged. The Board of Education charges the Boundary Task Force to make recommendations for further study and possible solutions to the above governance question.

Meetings of the Task Force – A Brief Summary of Each Meeting

November 15, 2017

The first meeting of the Boundary Task Force was organizational in nature. Agenda items included: introductions, Board of Education's charge to the task force, meeting norms, election of chairs, and prioritizing work results. The Boundary Task Force placed the needs of students and their families as the top priority of the Boundary Task Force. The Boundary Task Force next prioritized data driven decisions and decisions that offer flexibility.

January 10, 2018

The second meeting of the Boundary Task Force was a rescheduled meeting due to inclement weather that caused the cancellation of the December 2017 meeting. Agenda items included: review of Board of Education's charge to the task force, Applied Population study, facility capacity and boundaries, elementary/middle/high school feeder patterns, choice schools within the District, student demographics, and District transportation. The Boundary Task Force asked questions verbally and in written form. [View questions/answers](#) from the January 10th meeting.

February 7, 2018

The third meeting of the Boundary Task Force covered the following agenda items: review Board of Education charge, intra-district transfers, open enrollment, Wisconsin Parental Choice Program, GuideK12 Analytics introduction, and scenario questions asked by task force members. The main takeaway from the third meeting is that the educational marketplace is rapidly changing. Students and parents now have a wide range of options for educational programs beyond resident (District assigned) schools, including intra-district transfers, non-resident schools, private schools and homeschooling.

March 7, 2018

The fourth meeting of the Boundary Task Force invited planners from the City of Green Bay and Brown County to present on upcoming housing developments, which could impact District enrollment. The meeting's agenda included: review of norms and the Board of Education's charge to the task force, presentations from Green Bay City planners and Brown County planners, additional Guide K12 scenarios, and summary and prioritization activities. The city and county

planners took up the majority of the meeting. Their information was of great importance and professionally conveyed. While market rate and affordable rate housing is being planned in retrofit areas of the city, the planners indicated the possibility of new housing initiatives on the east side of the city (317 to 1,494 units in the Preble attendance area). However, the City was uncertain regarding the number of students expected out of these housing developments. The County's presentation followed and also indicated development of additional housing units planned for the Township of Bellevue, one of the fastest growing areas of the State. Again, housing growth will be largely in the Preble attendance quadrant.

The Boundary Task Force viewed additional scenarios provided by Guide K12. Boundary Task Force members were given homework to be brought back to the March 28th, 2018 meeting, which included revisiting and re-ranking the priorities given to them in the Board of Education's charge. Members were also asked to think about potential boundary issues each member would like addressed in the Boundary Task Force's report to the Board of Education, so that a set of potential boundary issues for further study and deliberation could be accomplished.

March 28, 2018

The meeting of the Boundary Task Force included information from the Village of Bellevue to add to the data from the City of Green Bay and Brown County. The District presented the Village's projections, as officials from the Village of Bellevue could not attend. The Boundary Task Force was provided plans for 94 residential lots, however, there was no timeline provided by Village officials. Again, the information of possible developments did not include estimates of added student load to the school system. The Boundary Task Force began the process of clarifying and prioritizing the boundary issues they would like to address in their recommendations to the Board of Education in their final report. The Boundary Task Force had a great meeting with many ideas being discussed.

April 11, 2018

The Boundary Task Force continued its process of clarifying and prioritizing the boundary issues they wish to address in their recommendations to the Board of Education. While the first few meetings of the Boundary Task Force primarily focused on data and information, most recent meetings involved brainstorming of ideas to provide a basis for recommendation(s) for the Board of Education to consider. The Boundary Task Force brainstormed both long-term and short-term ideas to address capacity issues in the District's schools.

April 25, 2018

The Boundary Task Force continued to have dialogue regarding the first draft of the report to the Board of Education. The Boundary Task Force asked to have the report condensed from five issues into three basic ideas.

May 16, 2018

The Boundary Task Force continued in their redrafting process. The 9th grade option was removed from a recommendation to an item of discussion. The Boundary Task Force asked to have some recommendations reorganized. Twelve members of the Boundary Task Force voted to have the report move forward after minor edits from a smaller editing committee. However, the Boundary Task Force asked to have an additional meeting to be sure the eight individuals that were not in attendance could view the draft before being presented to the Board of Education on June 18, 2018. A one-hour meeting was scheduled for May 30, 2018, starting at 6:00 p.m.

May 30, 2018

The Boundary Task Force met for its final meeting. Final wording and editing were discussed and recommended in a meeting that spanned two hours.

Issues Brought Forward by the Boundary Task Force

During the time the Boundary Task Force met, four issues gravitated to the top of the many issues discussed. Data and information, statutes and policy were provided and dissected. Small group and whole group ideas were shared, discussed and debated. The Boundary Task Force rose from simple solutions to complex ideas that have the potential to positively influence the District for many years.

The following four issues have guided the Boundary Task Force in their pursuit of recommendations and potential solutions the Board of Education may consider:

1. Some District facilities are at capacity (at the high school level defined as 85% full) or slightly overcapacity on the east side of the District, in particular Preble High School.
2. Some District facilities have capacity on the west side of the district.
3. The east side has both available land and plans in place for new housing developments, which may generate additional students.
4. The existing socioeconomic diversity of the District is viewed as an asset and should always be considered by the Board of Education when decisions are made.

The above four issues are addressed in this report to the Board of Education and through the recommendations of the Boundary Task Force. The Board of Education may consider any of these options and other short-term and long-term solutions to best address student enrollment and space capacity across the District.

Key Findings of the Boundary Task Force

Enrollment patterns in the District have and will continue to change. Some buildings are at capacity (at the high school level defined as 85% full) while others have space available. More space is available on the west side of the District. Enrollment projections show space available in many of the District's schools but not always in the same location as the students. This is especially true of the east side of the District. [View school capacities and enrollment charts.](#)

Applied Population Lab (APL) data from the University of Wisconsin - Madison shows student enrollment in the District has peaked. Consistent with many school districts in Wisconsin, the APL projections show slight decline in overall membership in each of the next few years. The [APL study](#) predicts the District will not exceed system capacity, but will exceed capacity at some individual schools on the east side. Data suggests future enrollment challenges due to unevenly distributed growth.

Parents have been taking advantage of the wide array of choices that have been provided for their child's education. Parents can choose to open enroll in or out of the District. The cap on the Wisconsin Parental Choice Program (vouchers) will end in the 2025-2026 school year, presenting unknowns to District decision makers; however, the District is currently below the current voucher cap limit of 2% of District enrollment. District families continue to use the District's intra-district transfer option, whether it is for convenience or to choose programming at other District schools instead of their neighborhood school. [View presentation](#) which includes data on open enrollment and vouchers.

Student data regarding free and reduced lunch is protected by the federal government. However, the Department of Public Instruction does report the percentage of students in each school that are considered low socioeconomic status, based on qualifying for free or reduced lunch. Overall, 57% of students in the District in the 2016-17 school year qualified for free and reduced lunch. [View document](#) which provides the 2016-17 school year free and reduced lunch percentages for all District schools.

Perceptions of the District and/or specific schools may drive attendance/choice decisions, and as such, programs of incredible drawing power and budgetary increases for resources to communicate the strengths of the District are needed. Popular programs, such as the Leonardo da Vinci School for Gifted Learners; the International Baccalaureate Programme at Chappell Elementary School, Franklin Middle School and West High School; and the Aldo Leopold Community School, pull students from the entire Green Bay metro area. View list of District [schools](#) and [programs](#).

Boundary Task Force Prioritization of Lenses for Recommendations

The Boundary Task Force prioritized the following when developing its recommendations.

- Data driven
- Conducive to future growth of the District
- Made with students and families in mind
- Fiscally responsible
- Support neighborhood schools
- Consider socioeconomic issues

Issue #1: Preble High School Capacity

The Boundary Task Force spent their first few meetings examining data around student enrollment. One of the first and strongest pieces of data illuminates capacity issues at the high school level. The District has established a capacity measure (optimum utilization capacity is defined as 85% full) which represents the maximum desired capacity at each of the four high school sites. Current enrollment at three of the four traditional high schools is under the utilization capacity.

High School	Current Enrollment	Utilization Capacity
East High School	1,275	1,420
Preble High School	2,163	1,903
Southwest High School	1,190	1,552
West High School	859	1,289
Total for four high schools	5,487	6,164

Using these data points, Preble High School is the one District high school that exceeds its desired maximum capacity and does so by 260 students. The Boundary Task Force recommends the following options to consider prior to altering the Preble attendance area.

- **Option # 1: Change feeder school patterns.** The Boundary Task Force discussed adjusting the boundaries of middle and high schools on the east side to shift students to west side facilities. While the Boundary Task Force believes the Board of Education should consider many options, including this option, the Boundary Task Force also cautions that shifting boundaries in this manner might create illogical situations and potential hardships for families. Rearranging feeder patterns may cause some children to attend a middle/high school some distance from their home when their current school is closer. One of the many items discussed was the desire for the Board of Education to allow “grandfathering in” for those families and students who wish to remain in their current school.
- **Option #2: Provide additional resources to promote the specialized programs of the District’s high schools to all of the District’s families and children.** The Boundary Task Force acknowledges the great work of the

Board of Education to establish specialized programming. The creation of specialized programs has worked to accommodate some movement of the District's 9th -12th grade populations to the school facility that houses the program most interesting to a student. In better promoting these choices, the District might diminish (or remove) the importance of high school boundaries and instead model attendance patterns based on intra-district options students would have available.

- **Option #3: Provide transportation options for high school students at the start of and throughout the school day.** The Boundary Task Force believes transportation could be provided as a pilot program to high school students that would be fiscally responsible. Modeling attendance based on productive and positive student driven choices for programming is a proactive way to balance capacity issues and provide great opportunities for students and their families. Students requesting attendance in a high school outside their attendance area would receive District provided transportation. To assist in leveling the capacity of the high schools, once a high school operated at capacity, it would be exempt from receiving more students until such time as capacity would allow participation in the program. This option would require a simple estimate of transportation costs as the Boundary Task Force requests the Board of Education ascertain and acknowledge the added cost.

Items of Discussion for Further Consideration by the Board

The Boundary Task Force discussed at length a 9th grade option for students of the District. High school boundary areas across the District would remain the same. A specialized program would be developed in existing District space or, alternatively, space could be constructed to house 9th grade students from Preble and, via intra-district transfer, 9th grade students from anywhere in the District. This would pull approximately 575 students from Preble. The action would reduce the overall student population at Preble keeping it under capacity for the foreseeable future according to current projections.

The Boundary Task Force also discussed, for several meetings, providing transportation for all students in the District to the school of their choice. The District could begin the transportation program by focusing on school attendance areas that are currently over capacity for their prospective elementary or middle school. Providing District transportation for students wishing to choose attendance from an overcapacity school to an under-capacity school helps the District serve children whose families may not be able to accommodate transportation needs on their own. A pilot program could be designed to assist the Board of Education moderate the increased transportation costs. Since there is estimated to be capacity in each of the school-aged levels; elementary (934), middle (1,779) and high (799), a transportation option may serve to better use available space. Neighborhood schools would still be supported and remain a choice for children living in each attendance area. Schools that are currently over capacity would be able to work closer to their targeted capacity levels. Specialty programs would be more readily available to all of the children served in the District, allowing all children choices regardless of their socioeconomic status or access to transportation. Ultimately the Boundary Task Force felt the cost would be too great for the Board of Education to view this as a viable option.

Issue #2: West side space availability

The Boundary Task Force examined data related to the attendance patterns of both the east and west side schools. Data shows overall post-referendum elementary space available in east and west side elementary schools to be about the same. East side post-referendum space available in elementary schools is 934 seats and west side post-referendum space available in elementary schools is 846 seats. However, space is not available at specific programs on the east side. The Boundary Task Force recommends the following consideration to alleviate the capacity issues on the east side for elementary, middle and high school students.

- **Option #1: The Boundary Task Force recommends the Board of Education consider supporting the expansion of popular programs in school buildings where space is available, particularly on the west side.**

This will serve to better utilize space available while at the same time draw students from within and outside of the district. There is great potential for the District to attract open-enrollment students from families living outside the District and near the District's boundaries. As an example, the Leonardo da Vinci School for Gifted Students program which draws students both from in and outside the District attendance area. The promotion of specialty options and outstanding programs would draw students and families, and the District could fill available seats and be most efficient with the resources provided by the community. In addition, this recommendation has the potential to add students to West and Southwest High Schools where there is currently available space for additional students.

The Boundary Task Force studied data involving all sorts of enrollment options students and families including neighborhood school enrollment, open enrollment, intra-district transfer and vouchers. While the Boundary Task Force feels strongly that options parents have are good, the Boundary Task Force strongly desires families to choose Green Bay Area Public Schools as their educational choice for PK-12 education services. To that end, the Boundary Task Force recommends the Board of Education continue to pursue a path that provides students and their families with remarkable options, keeping children in the District.

- **Option #2: The Boundary Task Force recommends the Board of Education consider deploying additional budgetary resources to help facilitate internal and external communications.** The Boundary Task Force believes the School & Community Relations department of the District operates at its maximum capacity to keep the community informed on day-to-day issues. The Boundary Task Force recommends additional budgetary resources, as determined by the School & Community Relations department, for the deployment of District guided school specific communication to internal and external targets. This recommendation would create the ability of the District to design a communication strategy and marketing plan for each elementary, middle and high school building. The Boundary Task Force recommends that each school have a unique plan the District's School & Community Relations department can guide, implement and blend to meet the informational needs of the children, parents, teachers, administration, Board of Education and the community.

Each plan would not only extol specific school advantages and specialty programs where current capacity exists, but also provide school building personnel with easy to implement communication strategies that target resident and non-resident families. The Boundary Task Force recommends the Board of Education commit budgetary resources to accomplish a specific plan for each District school, fashioned within the mission of the District. The Boundary Task Force recommends to the Board of Education securing these resources to supplement and support current District staff in this endeavor. The Boundary Task Force consistently discussed the great opportunities that exist within the schools of the district. Additional budgetary resources to create and propagate these options are highly recommended.

Items of Discussion for Further Consideration by the Board

The Boundary Task Force held many discussions regarding the popularity of the Leonardo da Vinci School for Gifted Learners and the Aldo Leopold Community School. While the Boundary Task Force understands there are specialty programs throughout the District, the popularity of these offerings should at least be discussed and considered. Popular programs could be duplicated in available space on the west side of the District. However, great care must be taken to be certain duplication does not negatively impact socioeconomic diversity and balance within the District. The Boundary Task Force reiterates that specialty programs must be available to all students. Also, the Boundary Task Force cautions the Board of Education that specialty programs must not dilute the success of students served anywhere in the District.

Issue #3: East side growth

The Boundary Task Force was provided expert testimony that future growth of the District will happen on the east side with several new housing developments. The Boundary Task Force recommends the Board of Education monitor this growth to ascertain the exact timing and demographics of this anticipated growth. Experts from the City of Green Bay and Brown County presented data of expected growth on the far east side of the city and in the Village of Bellevue. The growth could occur in the near future and be significant, but there is currently no guarantee of exactly when and exactly how much. Additionally, current demographic trends indicate the growth may/or may not include children. If homes are built and occupied by young families, there may be an impact on enrollment for the Board of Education to address. Conversely, the growth may be largely dual-income residents with no children and not have an impact on the enrollment patterns of the District. As growth occurs, the Boundary Task Force recommends the Board of Education monitor and remain focused on the makeup of the families moving into new housing. The Boundary Task Force recommends the following considerations to address east side growth.

- **Option #1: Should the housing growth pattern on the east side project increasing enrollment numbers beyond current school capacities, the Boundary Task Force recommends the Board of Education begin the process of developing its vacant land to house a PK-8 school, similar to the strategy and process that led to the construction of Red Smith School.** Research shows the viability and flexibility of K-8 schools. Additionally, Red Smith provides a model for success that would be easily replicated on the District-owned vacant property on the east side. This option would allow for east side growth and keep the Preble boundaries intact; however, capacity issues at Preble would need to be addressed.
- **Option #2: The Boundary Task Force recommends the Board of Education commit to closely monitor east side development growth for the purpose of ascertaining the numbers of students generated from the new developments.** City and county planners indicated inclusive zoning would be practiced, meaning there will be housing for all population bases. This would include senior housing, student housing, family housing, and low income housing. It is indeterminable how many dwelling units will house school-aged children.

Items of Discussion for Further Consideration by the Board

The Boundary Task Force discussed and recommends the Board of Education work with city and area planners for them to establish "inclusive zoning" practices and codes that allow growth opportunities in the east side of Green Bay for all socioeconomic groups. The Boundary Task Force discussed at several meetings the need to maintain the economically diverse learning environments currently enjoyed by the District. Inclusive zoning will assist the District in providing its students the economic diversity that makes up our society outside of our classrooms. The Boundary Task Force also recognizes that growth on the east side may well be enhanced with the construction of a new K-8 school building placed on the District owned property. The Boundary Task Force examined district-wide enrollment data and discussed that data did not support the construction of a new high school at this time, but discussed the Board of Education should work with city and area planners to best assess and monitor growth on the east side of the District.

Consideration for Implementation

Implementing boundary changes will take well over a year. Some of the issues the Boundary Task Force considered in this report may take many years to resolve. During this time, District leaders must engage stakeholders to be sure changes are completed in phases that best minimize the impact to students and families. In the final analysis, the Board of Education may make decisions that change attendance boundaries. The Boundary Task Force requests that the Board of Education consider accommodations for current families to be "grandfathered" in their current school arrangement.

The Boundary Task Force believes that a process to study the renovation and/or expansion of facilities has already been completed. The District completed a facilities study prior to the April 2017 referendum. Some of the data that supports Boundary Task Force options for consideration comes from that work. The Boundary Task Force references past research

in this report when appropriate. Also, when appropriate, the Boundary Task Force indicated to the Board of Education when further study is needed.

At some point in the future, the Board of Education may have to consider new construction. Any recommendation for new school building(s) will inherently create new boundaries; therefore, the decision to recommend new construction goes hand-in-hand. Boundary decisions should not be made in isolation. The Boundary Task Force strongly recommends the following process for any boundary consideration:

- Any boundary change will necessarily disrupt existing school communities. The Boundary Task Force recommends the Board of Education allow for a gradual implementation process that includes “grandfathering” in existing students/families if they desire to stay in previous attendance boundary school.
- Any boundary changes must accompany uniform building modernization across the District. While building differences may exist, children served in any school facility of the District need to have reasonably similar physical plants.
- Any boundary changes need to achieve the human social and economic balance of the District. The Boundary Task Force strongly believes the best overall educational experiences occur when children, students and families are exposed to inclusive school experiences. There is much data to support this assertion.
- Any boundary changes should involve stakeholders during the decision-making and implementation phases. The stakeholders include but are not limited to: school families, broader school community, school staff, district staff, Board of Education members and any other impacted entity. Boundary changes are most successful when stakeholders are involved in the boundary change process.
- Any boundary changes must be accompanied with a media campaign. The students, families and District will be best served when educational opportunities are heralded and boundary changes are publicized well in advance. In fact, options and opportunities exist within any boundary change. Parents need information to guide their decision-making. The Boundary Task Force strongly recommends the appropriate presentation of information regarding the many choices parents have so boundary changes can be viewed as a positive opportunity for their children.

Conclusion

In conclusion, the Boundary Task Force wishes to convey its thanks to the Board of Education for the opportunity to provide input from a group formed of community volunteers. As the Board of Education contemplates decisions, the Boundary Task Force understands that there are no easy choices. The Boundary Task Force did experience a wide range of ideas and, at times, divided opinions. However, that diversity of opinions led to a plurality of options for the Board to consider.

From November 17, 2017 to today, the Boundary Task Force evolved from “tweaking” boundary lines “here and there” to an in-depth discussion of what the District can do to improve services for all children. In short, there was no momentum to change school boundaries on a wide or narrow scale for the sake of changing boundaries to accommodate capacity issues.

In brief, these are the following ideas the Boundary Task Force recommends the Board consider in order to strive for more uniform capacity throughout the District’s schools:

- Support expansion of popular programs in areas of the District where space is available. The Boundary Task Force cautions the Board of Education to refrain from diminishing existing popular programs.
- Provide transportation opportunities to programs where capacity exists at the high school level. The Boundary Task Force recommends this for high school options and balancing enrollment evenly at the high school level.

- Market all programs of the District to the regional population base. The Boundary Task Force recommends the Board expend budgetary resources to accomplish this within the existing administrative structure.
- Shift feeder patterns to accomplish more enrollment at west side schools.
- Monitor development and growth on the east side. As enrollment warrants, build an additional K-8 school on the east side to accommodate known student growth.

Sweeping boundary changes are not a recommendation of this Boundary Task Force. The existing capacity issues of the District do not warrant the controversy and disruption that sweeping boundary changes would create. Parents have more choice now than ever. In order to achieve the human social and economic balance of the school district, the Boundary Task Force recommends the Board consider more choice, more flexibility and more communication to parents in order to fill the areas of the District where capacity exists, (*e.g.*, the west side of the District).

The public can review all information shared and discussed during the Boundary Task Force meetings on the District [website](#).

Appendix 1

The following individuals served on the Boundary Task Force.

Dan Kiernan, Co-Chair
 Luke Davis, Co-Chair, Student Representative – Southwest High School
 Jeff Ash
 Paul Ballard
 Jamie Barbian, Student Representative – West High School
 Michael Blecha
 Dan Chatham
 Kathy Cornell
 Judy Crain
 Huelmely De Jesus
 Julie Dougherty
 Connor Figgins, Student Representative – John Dewey Academy of Learning
 Dave Goheen
 John Grossardt, Student Representative – Preble High School
 Eric Hagedorn
 David Harswick
 Joseph Prosser
 McKenna Roman, Student Representative – East High School
 Larry Rose
 Greta Swanson
 Bridget Van Laanen
 Reed Welsh