

## **Middleton Cross Plains Area School District Boundary Evaluation Criteria**

The Board of Education has established the following criteria to utilize when redistricting school boundaries as the result of a new school site. The preferred order does not suggest that each criterion needs to be satisfied in its entirety before proceeding to the next criterion. The goal is to satisfy as many criteria as completely as possible. As a result, some of the higher criteria may at times not be satisfied in order to meet a majority of the criteria listed. The criteria are to be used by the Boundary Committee as they develop and evaluate various alternative boundary plans. The Board of Education will consider the criteria when they decide on a final boundary plan.

1. **Projected Enrollment and Building Utilization:** This factor considers building utilization, student enrollment, staffing needs, and the educational program(s). When possible, attendance boundaries should be created to anticipate the projected enrollment and the program/current capacity of the building. In determining a boundary change for a new school, building utilization analysis should account for the rapid growth and development over the five-year period of the proposed attendance area.
2. **Boundary Changes Should Address Barriers to Student and Family Engagement:** The Middleton-Cross Plains Area School District is committed to eliminating opportunity gaps and addressing the education debt for marginalized students and their families. Attendance boundary decisions should allow for ease of access to schools for families with limited resources so that all families have opportunities to engage at high levels with their respective school communities.
3. **Neighborhood Unity:** When possible, boundaries should be structured to assign a neighborhood to one elementary school's attendance area.
4. **Duration of Boundaries/Minimize Impact on Students:** When possible, minimize the number of existing students impacted by the attendance area change - both now and in anticipation of future enrollment changes. Consideration should be given that not only can too many students be affected by a potential boundary change, but also moving a small number of students from one particular school could have a negative impact as well.
5. **Fiscal Responsibility:** When possible, boundaries should be planned to maximize district resources in a fiscally responsible manner. This criterion should consider building improvements, staffing requirements, educational program needs, and other operational costs.
6. **Elementary to Middle School Feeder Structure:** When possible, create boundaries that result in elementary schools advancing students as one group to a single middle school. When not possible, create boundaries that result in advancing students as one

neighborhood to a single middle school. When possible, avoid situations in which small numbers of students are split from a larger group when transitioning from elementary to middle.

7. **Contiguous Attendance Areas:** Ideally, each elementary school should have one contiguous attendance area. When not possible, attendance areas should be logically drawn to keep communities of interest together while promoting district transportation efficiency. In any case, attendance areas ought to be easy to understand and share.
8. **District Transportation Efficiency:** Consider distance, district transportation time, and routing to ensure an efficient system of student transportation. Efforts should be made to maximize the number of students within school walking zones and minimize the number of students who need to cross major roads or other barriers such as railroad tracks, which maximizes the safety and security of our students.