

Rezoning Committee Meeting Minutes

Meeting Purpose

The Rezoning Committee convened for its initial meeting to establish expectations for the rezoning process, build shared understanding of the committee's charge, and identify the information and data members will need to develop recommendations related to the four planned elementary school closures.

Committee Expectations and Decision-Making Process

The committee reviewed expectations for participation and deliberation. Members were asked to:

- Maintain confidentiality regarding deliberation materials until information is publicly released.
- Direct questions regarding public sharing to the facilitators.
- Use data and evidence rather than anecdote when evaluating potential options.
- Remain within the committee's established scope and route issues outside that scope to the appropriate district team or task force.
- Ensure all members have an opportunity to contribute to the discussion.

The committee will work toward approximately **80% consensus** when developing recommendations. The goal is not necessarily unanimous agreement, but a level of support sufficient to move a recommendation forward while ensuring all members have had an opportunity to shape the decision.

The committee's recommendations will ultimately be provided to district leadership for consideration before recommendations are presented to the Board of Trustees.

Timeline and Process

The committee reviewed the overall timeline for the rezoning process. Time between meetings is intentionally built into the schedule so district staff can gather and prepare data requested by committee members.

The committee is working within a relatively tight timeline, with recommendations expected to move to Cabinet and subsequently to the Board in time for the November Board meeting. An additional committee meeting may be scheduled if needed.

Community Builder: One Hope, One Worry

Committee members participated in a **One Hope, One Worry** activity focused on their hopes and concerns for the rezoning process.

Common themes included:

Hopes

- Students and families experience a thoughtful and successful transition.
- Students and staff from closing campuses feel welcomed into their new school communities.
- Staff have opportunities for increased collaboration as campus communities change.
- The process results in sustainable decisions that serve students well.

Worries

- Families or staff from closing campuses may feel forgotten during the transition.
- Stakeholders may not feel adequately heard or informed.
- Communication may not reach all affected families.
- Changes could result in campuses becoming too large or overcrowded.

Rezoning Case Study

The committee participated in a case study designed to demonstrate the complexity of rezoning decisions.

Members examined a scenario in which students from a closing campus might appear, based on geography alone, to have an obvious receiving campus. Discussion demonstrated that proximity is only one consideration in determining appropriate attendance boundaries.

The case study introduced several factors that must be considered simultaneously, including:

- Current and projected enrollment
- Building and functional capacity
- Campus utilization
- Future residential development
- Transportation and traffic patterns
- Neighborhood boundaries
- Specialized programs
- Bilingual programming
- Student demographics
- Feeder patterns
- Transfers and students residing within attendance zones
- Potential impacts on surrounding campuses

The committee discussed the district's target utilization range of approximately **75%–90%**, with the recognition that enrollment approaching or exceeding the upper end of that range may create operational challenges and limit room for future growth.

The exercise reinforced that an option that appears simple geographically may create significant capacity, programming, transportation, or enrollment implications.

Scope of the Rezoning Work

The committee discussed the potential for rezoning decisions associated with the four closing campuses to create effects at surrounding campuses.

The committee's primary charge remains developing attendance-zone recommendations associated with the **four school closures**. However, members acknowledged that accomplishing that work may require consideration of changes beyond the immediate boundaries of those four campuses.

The committee will consider potential secondary impacts while remaining focused on completing its primary charge and avoiding unnecessary or overly broad rezoning when possible.

Guiding Considerations Identified by the Committee

Following the case study, committee members worked in groups to identify what should be **considered, protected, and optimized** when evaluating rezoning options.

Across the groups, several common priorities emerged:

- Keep neighborhoods and student communities together when feasible.
- Minimize unnecessary disruption and repeated rezoning of students.
- Avoid overcrowding and excessive reliance on portable classrooms.
- Use available campus space efficiently.
- Consider both current enrollment and future population growth.
- Protect strong specialized and bilingual programs.
- Consider transportation efficiency, travel distance, traffic patterns, and major roadway barriers.
- Maintain logical feeder patterns when possible.
- Consider the demographic implications of boundary changes.
- Consider the effect of rezoning on staffing and campus resources.
- Minimize unintended “domino effects” on campuses outside the immediate scope of the closures.
- Support continuity of the student experience even when students transition to a different physical campus.

Data Requested for Future Meetings

Committee members identified additional information needed to evaluate future rezoning scenarios effectively.

Requested data included:

- Current enrollment by campus
- Building capacity and functional capacity
- Current campus utilization percentages
- Enrollment and demographic projections
- Historical and projected residential growth
- Planned housing and apartment developments
- Neighborhood boundaries overlaid on attendance-zone maps
- Student demographic information
- Specialized-program enrollment and locations
- Bilingual-program enrollment and locations
- Transportation information, including routes, travel distances, traffic considerations, and major roadway constraints
- Feeder-pattern information
- Campus accountability ratings over the previous three to five years
- Information regarding students who have been rezoned in recent years
- Potential charter-school developments that could affect enrollment
- Staffing implications associated with campus closures and consolidation
- Information regarding staff interest in remaining together or transitioning to particular campuses
- Financial implications where relevant to rezoning options

District staff will review the requested information and provide available data at upcoming meetings.

Key Takeaway

The committee's first meeting established a shared understanding that **rezoning is not simply a matter of assigning students to the geographically closest campus**. Effective recommendations will require the committee to balance capacity, enrollment, growth, programs, transportation, demographics, neighborhood continuity, student experience, and long-term sustainability.

No attendance-boundary recommendations were made during this meeting. The purpose of the initial session was to establish the committee's process, explore the complexity of the work, and identify the information necessary for informed decision-making.

Next Steps

District staff will:

- Compile the data and information requested by committee members.
- Prepare materials to support the committee's next phase of analysis.
- Route questions outside the Rezoning Committee's scope to the appropriate district team or task force.
- Provide meeting materials and minutes within the established communication timeline.

At the next meeting, the committee will begin using the requested data to more closely examine rezoning considerations and potential options.